

Belfast Central School District

Physical Education Plan

January 2025

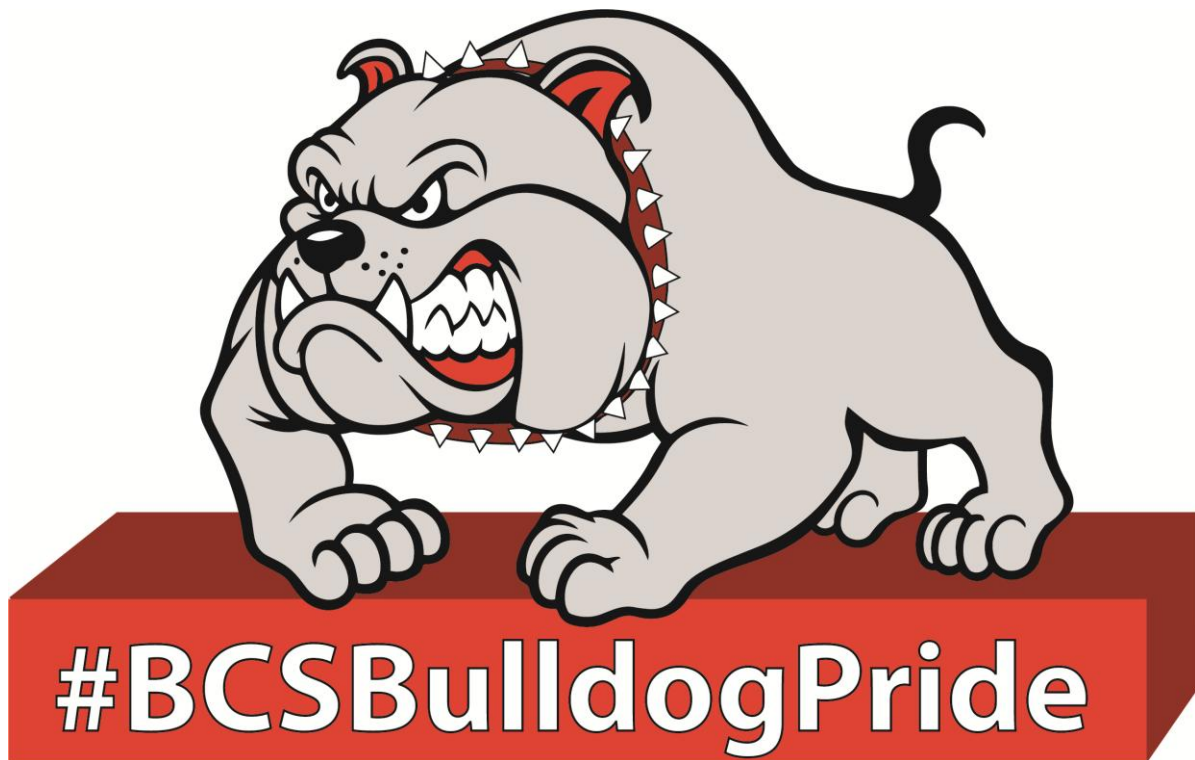


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INTRODUCTION

Revised Regulation of the Commissioner of Education governing physical education was approved by the Board of Regents at its June, 1974 meeting effective August 1, 1974, Section 135.4 by repealing the old Section 135.4 and substituting a new Section 135.4.

The guidelines included herein have been prepared by the Department's physical education personnel to assist in the interpretation and implementation of these new Regulations. It should be noted that as a first draft, they are subject to change as experience with their use and new interpretation may warrant.

For the convenience of those who wish to refer to Sections in the Education Law which pertain to physical education, such Sections (803 and 3204) are quoted in Part I.

Part II is divided into divisions corresponding to those in Regulations. In each division, the Regulation is quoted for ease of reference, followed by the guidelines and then suggestions for information to be included in the district physical education plan. In some cases, sample forms are also included. Suggestions and ideas for the planning of physical education programs can be found in the guidelines.

Although considerable effort has been made to eliminate errors in these guidelines, the possibility of overlooking one is always present. Should any error be discovered, please let the Division of General Education know about it. Any other suggestions for improving the quality of New Guidelines will be appreciated.

REGULATIONS GOVERNING PHYSICAL EDUCATION

(A) COMMISSIONER'S REGULATIONS

100.5 Diploma Requirements

(a) *General requirements for a Regents or local high school diploma:*

3. Students first entering grade nine in the 2001-2002 school year, but prior to the 2008-2009 school year, shall have earned at least 22 units of credit including two credits in physical education to receive either a Regents or local high school diploma. Students first entering grade nine in the 2008-2009 school year and thereafter shall have earned at least 22 units of credit including two credits in physical education to receive a Regents or local high school diploma. Such units of credit shall incorporate the commencement level of the State learning standards as prescribed in subdivision (t) of section 100.1 of this Part.

POLICY

- *The equivalent of two units of credit for physical education can be awarded ¼ unit per semester. In order to receive a diploma after completing fewer than eight semesters, students must have met the requirements for each semester of physical education up to graduation.*
- *The equivalent of a unit of credit in physical education requires mastery of the learning outcomes within the limits of each student's capability as set forth in a state or local syllabus.*
- *The time requirement for the equivalent of a unit of credit in physical education is met by a student's physical education schedule of two periods per week in one semester and three periods per week in the other semester each year.*

135.4 Physical Education Guidelines

***The complete [135.4 Physical Education](#) guidelines are available on-line.*

(a) School district plans.

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept on file in the school district office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982.

However, the requirement for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. A request for approval to conduct an equivalent instructional physical education program shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services, and shall include the:

- (1) program goals and objectives;
- (2) way in which students are to be scheduled and the length of time daily, weekly, monthly or yearly;
- (3) program activities offered at each grade level or each year of instruction; and
- (4) assessment activities for determining the students' performance toward the goals and objectives of the program.

(b) Nonpublic schools.

Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend such courses. If such courses are not established and maintained in

any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

(c) Program plans.

School district plans shall include the following:

(1) Curriculum.

- (i) The curriculum shall be designed to:
 - (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
 - (b) attain competency in the management of the body and useful physical skills;
 - (c) emphasize safety practices;
 - (d) motivate expression and communication;
 - (e) promote individual and group understanding;
 - (f) provide knowledge and appreciation of physical education activities;
 - (g) make each individual aware of the effect of physical activity upon the body;
 - (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and
- (i) reinforce basic learnings of other areas of the total school curriculum.
- (ii) There shall be experiences of sufficient variety in each of the following:
 - (a) basic and creative movement;
 - (b) rhythm and dance;
 - (c) games;
 - (d) perceptual-motor skills;
 - (e) individual and team sports;
 - (f) gymnastics;
 - (g) aquatics, where possible;
 - (h) lifetime sports activities;
 - (i) outdoor living skills; and
 - (j) other appropriate activities which promote the development of boys and girls.
- (iii) There shall be opportunity provided for participation in appropriate extra-class activities.
- (iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.
- (v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

(2) Required instruction.

- (i) Elementary instructional program—grades K through 6. Pupils in grades K-6 shall participate in the physical education program as follows:
 - (a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering;
 - (b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; or
 - (c) as provided in an equivalent program approved by the Commissioner of Education.

(ii) Secondary instructional program—grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

- (a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or
- (b) a comparable time each semester if the school is organized in other patterns; or
- (c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or
- (d) for pupils in grades 10 through 12 only, a comparable time each semester in out- of-school activities approved by the physical education staff and the school administration; or
- (e) as provided in an equivalent program approved by the Commissioner of Education.

(3) Attendance.

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel.

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by noncertified personnel, provided they have appropriate experience and are so approved by the board of education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

(5) Facilities.

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels.

(6) Administrative procedures.

(i) School district plans for the physical education program shall include information on the following administrative procedures:

- (a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;
- (b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;
- (c) class size and grouping patterns which are compatible with the activities being taught;
- (d) use of nonschool facilities;
- (e) use of noncertified persons, such as student leaders, practice teachers, etc.;
- (f) use of supplementary personnel which are described in section 80.33 of this Title;
- (g) summer school physical education programs, if conducted; and
- (h) policies and procedures for the conduct of extraclass programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested.

Education Law Section 308 *Instruction in Physical Education and kindred subjects.*

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement statutory provisions.

1. All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.

2. The Board of Education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers and duly licensed under the regulations of the regents.

3. The Boards of Education or trustees of two or more contiguous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.

4. Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides

5. It shall be the duty of the regents to adopt rules determining the subjects to be included in courses, the qualifications of teachers, and the attendance upon such courses of instruction.

6. The physical education hereinbefore provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.

PART II GUIDELINES

(1) SCHOOL DISTRICT PLANS

1. Regulation:

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as hereinafter provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.

Belfast Central School has on file a District Plan for Physical Education. The plan is to serve as a guide for providing appropriate physical education to all students in grades K-12. As the needs of children, teachers, and the community change, the plan changes. In any event, this plan is to be reviewed, and possibly revised, annually.

Belfast Central School – District Goals

Belfast Central School Mission

The mission of Belfast Central School is to provide a safe, comprehensive, challenging, quality education for all students in order to nurture citizens for tomorrow through intentional relationship building among students, staff, and community.

Belief Statements

- All students can learn.
- All students need love and unconditional positive regard.
- All students need structure and direction.
- All students need a positive classroom climate which includes discipline practices that are fair, firm, and consistent.
- There must be high expectations for student achievement.
- The school district must be progressive in that its ideas and practices reflect current research.
- There should be a demonstration of mutual respect among all participants.
- All students should experience success which then becomes contagious.
- All students have individual feelings of self-worth and the ability to manage the stress of adversity.
- All students learn different things at different rates and in different ways.

Vision for Graduating Students

We envision student citizens who are considerate, thoughtful, cooperative, self-reliant, and self-disciplined. With these personal qualities as a foundation, our children will become decision makers, problem solvers, life long learners, effective communicators, responsible parents, and civic-minded individuals. By striving for excellence in a diversified curriculum our children will be prepared to use the ever-changing technology, become good stewards of the environment, appreciate and respect fine arts, and maintain a sense of wellness.

Graduates of Belfast Central School will be prepared to be responsible American citizens who are members of the world community.

Belfast Central School Exit Outcomes

Graduates of Belfast Central School will...

- Demonstrate an understanding of one's role in a global society by actively serving the community and preserving the environment.
- Show respect toward others and self.
- Develop and use creative, effective decision making and problem solving processes and conflict resolution.
- Read for information, pleasure, and enjoyment.
- Apply math to life situations.
- Utilize the ever-changing technologies.
- Demonstrate and interest in learning.
- Demonstrate adaptability in a variety of situations.
- Demonstrate an understanding of historical perspectives.
- Demonstrate and value the self-expression and creativity of each individual.
- Demonstrate life long, healthful, attitudes and habits through sports, fitness training, and recreational activities.

Belfast Central School Physical Education Department Goals and Objectives

Physical Education is one of the areas of education that focuses on educating the whole child. Physical education is the study of why and how people move; based on concepts and principles of physiology, sociology, and psychology. Physical education helps improve a child's mental alertness, academic performance, and readiness to learn.

The Objectives of the Belfast Central School Physical Education Department are to:

- Provide an extensive array of activities with opportunities for every student to be successful
- Create a Physical Education program where students are accountable for their own actions
- Allow students to give feedback and share ideas that will enhance the program
- Provide physical activity that will enable each student to monitor their desired gains
- Provide experiences that give relief from emotional strain and stress
- Develop appropriate social behaviors with other students and staff
- Allow students to experience competitive and non-competitive activities in team and individual formats
- Develop skill, interest, and an appreciation for the need of life-long learning and activity
- Assist students in developing and implementing a personal fitness plan

Physical Education is a vital school subject taught in a laboratory situation in which learners acquire skills, knowledge, and positive attitudes through participation in movement activities. Its value is of increasing importance in an American culture where many pupils' daily lives no longer include even the minimum of physical activity essential for healthy living. A balanced physical education program is basic to the school's commitment to meet the physical, intellectual, and social/emotional needs of learners, since it contributes to all aspects of being.

The heart of this document lies in the New York State Education Department's, regulations, laws, and mandates for physical education. This document was created by the dedicated Belfast Physical Education teachers, Director of Curriculum, 5-12 Grade Principal, and the Superintendent.

INTRODUCTION TO STANDARDS

Physical Education contributes to character development and the acquisition of the social and personal management skills essential to students' successes during their school years and throughout their lives.

Learning experiences in these subject areas offer opportunities for team effort and cooperation and the exploration of individual talents and interests.

Physical Education prepares students with the knowledge and skills to lead physically active and physically fit lives. In our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. In addition to helping students develop physical skills, the group and individual activities in the physical education program provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity.

Physical education provides a unique opportunity for students to recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make towards the successful completion of a group task.

- New York State Education Department

Taken together, the content standards and the performance standards define the learning standard for students in Health and Physical Education.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

PHYSICAL EDUCATION

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

- Acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities
- Design personal fitness programs to achieve and maintain physical fitness
- Know the benefits of engaging in regular physical activity
- Demonstrate responsible personal and social behaviors while engaged in physical activity
- Understand that participating in physical activity promotes inclusion of diverse people and understanding of differences among people
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication

- Participate regularly in health enhancing physical activities (Adapted from the Content Standards for the National Association for Sports and Physical Education)

Areas of Study in Physical Education

- Motor/Movement Skill Development is basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.
- Personal Fitness/Wellness is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being.
- This balance extends beyond fitness to disease prevention, stress management, substance abuse control, nutrition, and safety.
- Teaching is grounded in the concepts of physiology and the physiology of exercise.
- Personal Living Skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.

NEW YORK STATE PHYSICAL EDUCATION STANDARDS

The NYS Department of Education updated the New York State Physical Education Learning Standards in 2020. The updated standards can be accessed on-line.

BELFAST PHYSICAL EDUCATION DEPARTMENT PROCEDURES

STUDENT CONDUCT EXPECTATIONS

Students are expected to:

- Students in grades 5-12 dress in shorts or sweatpants, and T-shirt or sweatshirt for activity. These clothes must be different from what the student wore for school
- Wear non-marking tennis shoes or sneakers
- Actively participate in Physical Education on a regularly scheduled basis
- Display appropriate behaviors during physical education activities
- Present parental excuse notes when participation will be limited because of injury or illness.

These notes may be used for a maximum of three (3) consecutive days. Students will participate with limitations.

- Present a written script from their physician for limitations or excusal from P.E. activity after three days to the school nurse, who notifies the P.E. teacher of such limitations or excusal. Students unable to participate must make up the classes according to the P.E. protocol or write a health/physical education paper (1 to 2 pages) for each class missed.
- Notify teachers of any limitations at the beginning of class.
- Notify teachers of any accidents or injuries incurred during activity as soon as possible.

ADAPTED PHYSICAL EDUCATION:

Students who are temporarily unable to participate in the regular program of Physical Education will remain in their scheduled physical education class. The instructor will provide an alternative, temporary, program within the guidelines established by the physician. Students must comply with the limitations set by the physician's script until the physician releases such students for participation with an updated script.

ADAPTIVE PHYSICAL EDUCATION:

Students with handicapping conditions who have IEPs and cannot participate fully in regular programs of physical education, either permanently or temporarily, will be provided with an alternative program of instruction, under the direction of a certified physical education instructor.

Students will be included in a class setting that best meets their educational needs and physical abilities.

Make up Classes:

Students who wish to make up individual days of class that have been missed because of legal absences, participation in field trips or music lessons may make up days of activity after school or during study halls.

- Students will sign up with the supervising teacher and will participate in structured activities in the Weight Room, or outside activities from 3:00 until 4:00 on days arranged by the P.E. department, Mondays through Thursdays. Students may also earn PE credit if a parent signs off on physical activity, approved by the PE instructor, a student has participated in outside of the school day.
- Students must make up missed class days *before the end of each marking period*.

Remediation:

Students who fail to meet credit requirements may be scheduled for additional ten week periods of instruction to complete graduation requirements. When summer school remediation is offered, students may participate in five days, three hour programs (fifteen hours), to satisfy one ten week requirement.

If a student missed more than 20% of a marking period's classes due to medical limitations, and completes all research papers or projects to the Physical Education teacher's satisfaction, he or she will be given a P for a passing grade.

BELFAST DISTRICT POLICY DIPLOMA REQUIREMENTS:

- Two (2) units of credit in Physical Education are required for graduation.
- Students are entitled to receive one-half unit for each year they have successfully completed the requirements in physical education. Students receive a grade at the conclusion of each ten week period of instruction. Ten week grades are averaged and credit received after each semester.

FACILITIES

PK-12 School

- 1 gym
- 1 fitness room
- 2 playgrounds
- athletic fields – outdoor facilities including softball/baseball fields, and soccer.

SCHEDULING

Student in grades K through 4 meet 3 times in the six day cycle for 41 minutes per class; in addition, they have 10 minutes of exercise/fitness every day, for a total of 130-170 minutes of physical activity a week. This is coordinated between the elementary teacher and the P.E. teacher, and is under the general supervision of the P.E. teacher. Each elementary homeroom teacher will keep a calendar of physical activities for the 10 minutes daily PE requirements. *A copy of the calendar will be submitted to the K-4 office, 5-12 office, and physical education teacher each month.*

The PE teachers have compiled a list of physical activities to support classroom teachers with activities for their classroom.

Body Weight Exercises	Stretches	Isometric exercises
(Do 10 of each exercise, go thru the list 2-3 times)	(Hold each stretch 10 seconds, go thru the list 3 times)	(Hold each position 15 seconds, Go thru the list 2-3 times)
<ul style="list-style-type: none"> • Arm circles • Trunk Twist • Toe Touches • Side lunge • Front lunge • Jumping Jacks • Push -Ups • Sit- Up • Chair Dips 	<ul style="list-style-type: none"> • Pike Stretch • Straddle Stretch • Butterfly • Shoulder • Quad • Calf • Side bends • Cat/cow • Knee to Chest • Cobra 	<ul style="list-style-type: none"> • Plank • Reverse Plank • Side Plank/switch • Superhero • Wall sit • Squat hold • Bridge • Tippy Toes

Jumps	Locomotor Movements	Balances	Tag
(Do each Jump the number of times directed by instructor)	(If inside do in place, if possible.)	(Pick a length of time to hold)	(For playground or other open space)
<ul style="list-style-type: none"> • Hop on 1 Foot • Hop on 2 Feet • Frog Jump • Leap • 180 Jump • 360 Jump • Heel Clicks • Knee Raises • Pike Jump • Straddle Jump • Scissors Kick • Long Jump • Jump Side to Side (Ski jumps) • Forward & Backwards 	<ul style="list-style-type: none"> • Walk • Jog • Run • Skip • Gallop • Side slide • Grape Vine • Walk Backwards • Bear Walk • Crab Walk • Army Crawl 	<ul style="list-style-type: none"> • 2 body parts • 3 body parts • Tripod • Angel • 1 foot 	<ul style="list-style-type: none"> • Stuck in the Mud(tunnel tag) • Monster Trucks • Toilet Tag • Partner Tag • Freeze Tag • Cartoon Tag • Hill Bill • Little Birds • Pac Man • Cowboys and Indians • Lava Tag • Dance Tag

Additional Resources via YouTube:

- Brain Break Land: <https://www.youtube.com/@BrainBreakLand>
- Miss Linky: https://youtu.be/_fTkfw0vMFM?si=D3Ua9GeSUC2_ZzWw
- Be Well Played: <https://www.youtube.com/@BeWellPlayed>
- Go Noodle: <https://www.youtube.com/@GoNoodle>
- PE with Matthew Wood: <https://www.youtube.com/@MatthewWoodPE/videos>
- Cosmic Kids Yoga

Students in grades 5 and 6 have 2 or 3, 42-minute P.E. classes each week. Physical education is provided under the trimester schedule. Additionally, students in grades 5 and 6 participate in 10 minutes of physical activity

each day, for a total of 130-170 minutes of scheduled physical activity a week. This is coordinated between the elementary teacher and the P.E. teacher, and is under the general supervision of the P.E. teacher. *A copy of the calendar will be submitted to the K-4 office, 5-12 office, and physical education teacher each month.*

Students in grades 7- 12 are heterogeneously mixed groups, staying within the BCS contract numbers of students. These PE classes meet twice a week one semester and three times a week the other semester, 41 minutes per class. Students are afforded choices of activities within their programs.

CLASS SIZE AND GROUPING

Consideration will be given to the safety of students, facilities and environment needed, and supervision of students by the instructor when determining class size and groups. Ability grouping will take place only when necessary for the safety of students. Title IX regulations will be reflected in all classes and groupings. All policies and regulations of the Belfast Central School District concerning grouping and class size will be in effect as they apply to Physical Education.

CURRICULUM

Elementary Curriculum: The K – 4th grade Physical Education Curriculum focuses on rules, understanding directions, playing in a safe manner, sportsmanship, flexibility, muscular endurance, upper body strength, cooperation & team work. Motor development is emphasized at all levels.

Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education experience. Examples of physical education activities include:

- Soccer
- Fitness activities
- Pillo-polo
- Parachute
- Cooperative Activities
- Tag Games
- Basketball skills
- Scooters (Hockey)
- Volleyball
- Wellness (cardio)
- Four Square
- Track & Field
- Jump Ropes
- Tumbling, Kickball
- Wiffleball
- Bounce ball
- Station activities
- Bowling
- Invasion Games
- Corn Hole

Middle School Curriculum: Grades 5 – 8 focuses on safety, sportsmanship, physical fitness, expanding on basic knowledge of a variety of sports, and development of strategies both offensively and defensively. Examples of physical education activities include:

- Physical Fitness Testing
- Weight Room
- Indoor Soccer
- Table Tennis
- Pickleball
- Basketball
- Softball, Outdoor Recreation Games
- Dance
- Frisbee
- Floor Hockey
- Volleyball
- Ping Pong
- Ultimate Frisbee
- Nitro Ball
- Tchoukball
- Racquetball
- Flag Football
- Cooperative games

- Orienteering
- Fishing
- Bowling
- K-9
- Tumbling
- Speed ball
- Mush ball
- Four Square
- Handball
- Tennis

High School Curriculum: The 9-12 grade physical education curriculum focuses emphasis on lifetime activities, personal wellness, and the development of lifelong fitness plans which will be altered with age, environment and interests, and economics.

Skill development will be aimed at proficiency in choice activities that will continue to develop throughout adulthood. They will develop competence in leading and participating in group and individual activities, accepting the differences in people, and will be knowledgeable of the variety of services and activities available to them in their communities.

Ninth, tenth, eleventh, and twelfth graders will be scheduled, coeducationally and as a group, for alternating days of physical education with forty minute classes. Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education experience. Examples of physical education activities include:

- Aerobics
- Badminton, Basketball
- Cardio Training, Circuit Training
- Cooperative games
- Fitness Plan
- Fitness Walk, Jog, Fitness Testing
- Floor Hockey, Flag Football
- Frisbee Games
- Golf
- Lacrosse
- Pickleball
- Plyometrics
- Soccer
- Softball
- Sports Training
- Table Tennis
- Tennis
- Track and Field, Volleyball
- Weight Training
- Archery
- Ultimate Frisbee
- Frisbee golf
- Nitro ball
- Tchoutkball
- Racquetball
- Bowling
- K-9
- Tumbling
- Mush ball
- Four Square
- Can-Jam
- Corn hole
- Handball
- Ice Fishing
- Speedball
- Tennis

All Curriculum Maps may be viewed at the Curriculum Office and Physical Education offices.