

Physical Education and Health Curriculum

Physical Education

The goal of the physical education curriculum is to foster the development of each student's physical literacy so they may have the knowledge, skills, and confidence to participate in a lifetime of healthful physical pursuits and activities. The curriculum considers the Virginia Standards of Learning for Physical Education; the interests of the students, parents, and teachers; and the current happenings of our school and local community. Lessons will follow Virginia Standards of Learning which include skilled movement, movement principles and concepts, personal fitness, responsible behavior, and physically active lifestyle.

Red Room (Kindergarten)

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, students begin to learn key movement concepts that help them perform in a variety of educational games, dances, and gymnastics. They learn how their bodies react to vigorous physical activity. Students learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle

Students will:

- demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills
- demonstrate the locomotor skills of walking, running, hopping, and jumping and landing
- demonstrate the non-locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing
- demonstrate a minimum of two critical elements used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll underhand, trap, volley with hand)
- demonstrate a minimum of two critical elements used in manipulative skills while moving
- demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns
- demonstrate use of the movement concepts of directions, levels, pathways, and effort while performing locomotor skills
- participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature
- use appropriate behaviors and safe practices in physical activity settings
- demonstrate good listening skills when learning procedures and receiving instructions
- demonstrate ability to share and be cooperative and safe with others
- demonstrate an understanding of general and personal space
- participate in regular physical activity
- explain why physical activity is good for health

Orange Room (1st Grade)

Students in grade one begins to refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational games, dance and gymnastics. They continue to develop understanding of key concepts and principles and to link these concepts and principles to their movement. Students relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and wellness. They further their understanding of the importance of physical activity in their lives. As students increase their understanding of movement, they gain a deeper understanding of how the body moves. Students continue to develop socially as they work safely alone and in a group. The natural enjoyment of physical activity will be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

Students will:

- demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills
- demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding
- demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling)
- demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley)
- demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving
- demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight
- demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills
- demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts
- demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills
- demonstrate tempo (speed), levels, and flow when performing non-locomotor skills
- demonstrate force, levels, and direction when performing manipulative skills
- participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates
- identify changes in the body that occur during moderate-to-vigorous physical activity
- demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings
- work cooperatively with peers for short periods of time
- incorporate safety rules learned in physical education
- participate regularly in physical activities that require physical exertion and skill

Yellow Room (2nd Grade)

Students in second grade begin their progression toward locomotor skill patterns. They vary movement patterns and begin to combine skills in educational game, dance, and gymnastic activities. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and are capable of resolving conflicts. They participate in physical activities at school and identify opportunities to participate in regular physical activity outside of school.

Students will:

- demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling
- demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight
- demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences
- apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills
- use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations
- use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations
- identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility
- identify that physical fitness is the ability to work and play with energy to spare
- name and locate the large muscle groups
- demonstrate activities that utilize specific muscle groups.
- exhibit, in physical activity settings, cooperative, respectful, and safe behaviors
- identify opportunities to participate in regular physical activity outside of school

Green Room (3rd Grade)

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to health benefits. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students will work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class.

Student will:

- apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities
- demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner)
- use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner)
- demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence)
- refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction
- apply movement principles in increasingly complex movement activities
- apply the concept of relationships while moving in space and using non-locomotor and manipulative skills
- apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner)
- engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration)
- demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings
- demonstrate independence and good use of time while engaging in physical activity
- provide input into establishing rules and guidelines for behavior in physical activity settings
- work cooperatively with peers
- identify and participate regularly in physical activities to improve skills and personal health.
- select and participate in physical activities during unscheduled times at home, at school, or in the community
- identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction

Turquoise Room (4th Grade)

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles in individual movement performances, and tactical strategies in simple partner activities. Fitness assessment is appropriate at this grade level, and students make interpretations of the results of their assessments and set personal goals based on the results. Students are expected to exhibit responsible behaviors, appropriate etiquette, and apply proper rules and procedures.

Students will:

- refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities
- demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)
- demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns)
- perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer
- understand and apply movement concepts and principles in complex motor skills
- recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed)
- apply movement principles and concepts to basic game strategies
- use movement principles to improve personal performance and provide feedback to others
- use feedback, including available technology, to improve performance
- correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development
- identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition)
- apply data from a standardized health-related fitness assessment to determine personal fitness goals
- apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals
- demonstrate positive interactions with others in cooperative and competitive physical activities
- work productively and respectfully with others in achieving a common group goal
- work toward positive solutions in resolving disagreements
- demonstrate appropriate etiquette and application of rules and procedures

- identify the contributions various cultures have made to sport, dance, and recreational pursuits
- identify opportunities to participate in regular physical activity at school, at home, and in the community

Blue Room (5th Grade)

Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in games, dances, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Students will:

- demonstrate proficiency in movement skills and skill combinations in complex movement activities
- demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities
- perform educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow
- perform different types of rhythm/dance sequences including American and international dances
- understand and apply movement principles and concepts in complex movement activities
- apply principles of accuracy, force, and follow-through when projecting objects
- identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding)
- identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition)
- use feedback, including available technology, to improve performance
- describe short- and long-term benefits of engaging in regular physical activity
- use personal fitness assessment data to enhance understanding of physical fitness
- identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers)
- analyze fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness)
- participate in establishing and maintaining a safe environment for learning physical activities
- work independently and with others to improve learning during physical activity
- display appropriate cooperative and competitive behaviors

- identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge)

Purple Room (Grades 6th, 7th, and 8th)

Students will combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

Students will:

- will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities
- combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play
- demonstrate incorporating movement sequences into a rhythmic activity
- demonstrate skill in a variety of individual and team activities representative of different countries
- apply movement principles and concepts to movement-skill performance
- refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways
- use feedback, including available technology, to improve skill performance
- initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations)
- understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities)
- use personal fitness tools and data to improve physical fitness
- use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components
- describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs
- work independently and with others in physical activity settings

- acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings
- solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill
- follow rules and safety procedures
- use practice time to improve performance
- identify and seek opportunities to participate in regular physical activity at school, at home, and in the community

Health

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. The curriculum considers the Virginia Standards of Learning for Health; the interests of the students, parents, and teachers; and the current happenings of our school and local community. Health will be instructed on inclement weather days throughout the school year.

Focused health topics include but are not limited to:

Red, Orange, & Yellow:	The five senses, Bones, Muscles, Joints, Cardiovascular System, Breakfast, Healthy Plate, Smart Snacking, Empathy, Feelings, Conflict Resolution, Self Esteem, Sportsmanship, Safety, and Fitness
Green, Turquoise, & Blue:	Sleep, Bones, Muscles, Joints, Mouth, Teeth, Skin, Cardiovascular System, Respiratory System, Immune System, Alcohol, Drugs, Smoking, Stress, Asthma, Diabetes, Obesity, Food Allergies, Fitness, Sports Safety, Sportsmanship, Germs, Energy Balance, Self Esteem, Conflict Resolution, and Feelings
Purple:	Sleep, Vision, Bones, Muscles, Joints, Mouth, Teeth, Skin, Cardiovascular System, Respiratory System, Immune System, Digestive System, Alcohol, Drugs, Smoking, Depression, Stress, Asthma, Cold & Flu, Diabetes, Eating Disorders, Food Allergies, Obesity, Skin Cancer, Fitness, Sports Safety, Sportsmanship, Germs, Food Safety, Breakfast, Healthy Snacking, Media Literacy & Health, Self Esteem, and Conflict Resolution