

Physical Education and Health

The main objective of Physical Education at BNS is to have fun but also at the same time learning how to move properly, be healthy, and learn about some sport games. The aim is to bring in new and unique games that are centered around each student's physical literacy so they can have the knowledge, techniques, and confidence in themselves. Cooperative and competitive small-group games are appropriate, emphasis on developing skills and tactical understanding. Social interactions become more complex as peer pressure becomes increasingly pronounced, impacting individual performance at this level. Lessons will comprise of skill movement, movement principles and concepts, personal fitness, responsible behavior, and living a physically active lifestyle. The curriculum considers the Virginia Standards of Learning for Physical Education.

Students will:

- combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities
- assess their health-related fitness status and sets reasonable and appropriate goals for development and improvement
- make responsible decisions, work independently and with others in a physical activity setting
- acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity setting
- identify and seek opportunities to participate in regular physical activity at school and outside the school environment
- demonstrate skill in a variety of individual and team activities
- 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
- understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities)

- 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
- solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill
- identify and seek opportunities to participate in regular physical activity at school, at home, and in the community

Fitness Assessments

The fitness assessment for the year will be done by fitness testing twice a year (Fall and Spring). The goal of fitness testing is to set a baseline of fitness for the students. From there they can make goals of what they would like to try and accomplish. This will help them learn about setting goals when it comes to personal fitness.

Health

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply 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; with Purple roomers will also have Health once a week from November to February.

Focused health topics include but are not limited to:

Turquoise & Blue: Bones, Muscles, Joints, Mouth, Teeth, Skin, Cardiovascular System, Respiratory System, Immune System, Stress, Asthma, Diabetes, Obesity, Food Allergies, Sportsmanship, Germs, Energy Balance, Self Esteem, Conflict Resolution, and Emotions.

Purple: Bones, Muscles, Joints, Mouth, Teeth, Skin, Cardiovascular System, Respiratory System, Immune System, Digestive System, Alcohol, Drugs, Smoking, Depression, Stress, Asthma, Diabetes, Eating Disorders, Food Allergies, Obesity, Skin Cancer, Fitness, Sportsmanship, Food Safety, Breakfast, Healthy Snacking, Media Literacy & Health, Self Esteem, Conflict Resolution, and First Aid.