

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 activities. 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 activities. 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 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 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 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)
- 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

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: 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