

Timeframe: September/ October	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	<i>What is fitness? What does it mean to be fit? What is intensity?</i>	<i>What is my individual fitness level?</i>	<i>How do I use movement to improve my motor skill development?</i>	<i>What makes a safe learning environment during P.E. class?</i>
Content <i>What will students know?</i>	Five for Life Unit (B 1.1- 1.13) (Five Components of Fitness) Intensity	Fitness Measurement 4-5 (Pre- Fitness Testing)	Locomotor/Non-Locomotor Skills Motor Skills Team & Individual Lifelong and Alternative Sports/Skills	Rules and Procedures
Skills/ Activities <i>What will students do?</i>	Five for Life Unit <ul style="list-style-type: none"> • Introduction, B 1.4 • Vocabulary, B 1.5 • Cardio-respiratory Endurance, B 1.6 • Muscular Strength, B 1.7 • Muscular Endurance, B 1.7 • Flexibility, B 1.8 • Body Composition, B 1.9 • Muscle Strength and Endurance Tag, B 1.60 • All-Star Stretching, B 1.67-1.72 Intensity <ul style="list-style-type: none"> • Introduction, B 4.57-4.58 • Intensity DVD • Intro to Intensity, B 4.57-4.58 	Fitness Measurement 4-5 (Pre- Fitness Testing) Fitness Measurement 3 (Practice Fitness Testing) <ul style="list-style-type: none"> • Fitnessgram Manual • Push-up (p. 51) • Curl-up (p. 46) • Sit and Reach (p. 57) • Pacer (p. 29) • Trunk Lift (p. 49) • Height and Weight for BMI calculation 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging Motor Skills for Individual/Team Activities: <ul style="list-style-type: none"> • Throwing/Catching <ul style="list-style-type: none"> *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills <ul style="list-style-type: none"> *Roll *Bounce • Foot Skills 	Rules and Procedures <ul style="list-style-type: none"> • Safety Rules • Behavior • Classroom Management Protocols • Playground Safety • Emergency Procedures • Cooperation • Care of Equipment • Respect

	<ul style="list-style-type: none"> Intensity 5 Card Draw, B 4.59-4.60 		<p>*Kick stationary object</p> <ul style="list-style-type: none"> Striking Skills <p>Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> Football/Hardyball Soccer Softball Yoga Frisbee (Ultimate or Frolf) Noodle Games / Tag Games Other related games/activities that focus on motor skills listed above. <p>*Changing levels while moving</p> <p>* Pathways</p> <p>* Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions)</p> <ul style="list-style-type: none"> . 	
<p>Assessment <i>How will students demonstrate their learning?</i></p>	<ul style="list-style-type: none"> Five for Life Basic Assessment, B 1.10-1.11 – F/S (5th only) – Written, online or oral. 5th Grade only (3rd, 4th optional)- Cumulative Basic Pre-Assessment (Pre-Test) on Welnet. Intro. to Intensity, B 4.57 – F Activity Log, B 4.65-4.67 – F (5th only) – Activity Log Check #1 . Muscle Check Up, B 1.47 Teacher 	<ul style="list-style-type: none"> 3rd - Introduction fitnessgram tests (no scores) - F 4th & 5th - Fitnessgram Pre-Testing – F 	<ul style="list-style-type: none"> Teacher/Peer Observation – F Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement. Motor Skills Pre/Post Assessments using Rubrics (Choose 1 Skill between Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to follow guidelines of NEW Teacher Assessment procedures.</i> Manipulative skill rubric 	<ul style="list-style-type: none"> Class Debriefing - F

	Observation/Question for Understanding - F			
Standards	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition). b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals. c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals. 5.3 The student will describe short- and long-term benefits of engaging in regular physical</p>	<p>PE: 3.3 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings. 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals. 5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness. a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers). 5.2 The student will understand and apply movement principles and concepts in complex movement activities. c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition). Health: 3.1 The student will explain that</p>	<p>PE: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) 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). b) 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). 3.2 The student will apply movement principles in increasingly complex movement activities. a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills. b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner). 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. a) 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,</p>	<p>PE: 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings. a) Demonstrate independence and good use of time while engaging in physical activity. b) Provide input into establishing rules and guidelines for behavior in physical activity settings. c) Work cooperatively with peers. 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities. a) Work productively and respectfully with others in achieving a common group goal. b) Work toward positive solutions in resolving disagreements. c) Demonstrate appropriate etiquette and application of</p>

	<p>activity.</p> <p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation; e) the effects of personal health habits on cardiovascular fitness;</p>	<p>health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation; e) the effects of personal health habits on cardiovascular fitness;</p>	<p>catch thrown objects, continuously strike a ball against a backboard or wall with an implement).</p> <p>4.2 The student will understand and apply movement concepts and principles in complex motor skills. a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed). b) Apply movement principles and concepts to basic game strategies. c) Use movement principles to improve personal performance and provide feedback to others. d) Use feedback, including available technology, to improve performance. 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities. a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities. 5.2 The student will understand and apply movement principles and concepts in complex movement activities. a) Apply principles of accuracy, force, and follow-through when projecting objects. b) 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). c) Identify and apply principles of practice to</p>	<p>rules and procedures.</p> <p>5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities. a) Work independently and with others to improve learning during physical activity. b) Display appropriate cooperative and competitive behaviors. Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include c) safe and harmful behaviors; 4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include a) personal responsibility for exhibiting healthy practices within the school and community setting; 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an</p>
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			enhance performance (e.g., form, consistency, repetition). d) Use feedback, including available technology, to improve performance.	active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation;
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • WELNET 	<ul style="list-style-type: none"> • Sit and Reach Box • Fitnessgram CD • Fitnessgram Manual • Scale • Stadiometer • SchoolSpace • WELNET • Sound System • Functional Equipment: • Step Boxes, Weight bars, Exercise Bands, Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats 	<ul style="list-style-type: none"> • Analysis of Movement Wheel – “Children Moving”, George Graham • Motor Screening Assessments • SchoolSpace 	<ul style="list-style-type: none"> • School-based Crisis Packet • Posted Physical Education Rules
Notes:			<p>*= Motor Skill Mastery Point</p> <p><i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i></p>	

Timeframe: November/ December	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social/Emotional /Safety
Essential Questions	<i>What is a goal? Why is it important to set goals?</i>	<i>How can goals impact my fitness? How do I improve my fitness?</i>	<i>How can I improve my motor skill learning??</i>	<i>How do you feel when working with others?</i>
Content	Goal Setting (B 4.110-4.122)	Step into Fitness (B 4.82 – 4.95) Circuit Training (B 4.1)	Locomotor/Non-Locomotor Skills Motor Skills Team & Individual: Lifelong and Alternative Sports/Skills	Cooperative/Team-Building Activities
Skills/ Activities	Goal Setting <ul style="list-style-type: none"> • Introduction, B 4.113 • Vocabulary, B 4.114 • Activity Centers, B 4.115-4.116 • Goal Setting Practice, B 4.117-4.118 • Penny Workout, B 4.120-4.122 – Take Home Activity • Enter Fitness measurement goals on Welnet (optional) 	Step into Fitness <ul style="list-style-type: none"> • Introduction, B 4.85 • Vocabulary, B 4.86 • Starting with a Pedometer, B 4.87 • Step into Fitness Pedometer Challenge, B 4.88-4.89 (<i>optional</i>). • Step into Fitness Log and Graphing Activity, B 4.90-4.92 (<i>optional</i>). Circuit Training <ul style="list-style-type: none"> • Introduction, B 4.4-4.5 • Whole class functional equipment workout, B 4.7 • Five for Life Circuit 1, B 4.8-4.9 • Five for Life Circuit 2, B 4.10-4.11 • Five for Life Circuit 3, B 4.12-4.13 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging Motor Skills for Individual/Team Activities: <ul style="list-style-type: none"> • Throwing/Catching *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills *Roll *Bounce • Foot Skills *Kick stationary object • Striking Skills Suggested Team, Individual, Lifelong	Cooperative/Team-Building Activities: <ul style="list-style-type: none"> • Parachute • Mission Impossible • Hula-Hut Throwdown (PE Universe a la J.D. Hughes) • IceBergs • Line Drill Activities <ul style="list-style-type: none"> ○ Ball Passover ○ HulaHoop Chain ○ Birthday Line-Up ○ Playing Card

			<p>and Alternative Activities:</p> <ul style="list-style-type: none"> • Basketball • Hiking • Racquet Sports • Volleyball • Turkey Trot Runs • Jingle Bell Run • Jingle Bell Jam • Other related games/activities that focus on motor skills listed above *Changing levels while moving * Pathways * Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions) 	
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<ul style="list-style-type: none"> • Activity Centers Recording Sheet, B 4.116 – F • 4th & 5th – WELNET Fitness Testing Goal Phase – F • Reflective post class questions–F 	<ul style="list-style-type: none"> • Step into Fitness Pedometer Challenge Recording Sheet (B 4.89) – F • Step into Fitness Log/Graph, B 4.91-4.92 – F • WELNET Goal Phase Record (online) – F 	<ul style="list-style-type: none"> • Teacher Assessment – F • Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS) – Send Initial Motor Screening Annual Report Form to HPE Specialist. • Peer Assessment <ul style="list-style-type: none"> ○ Throwing/Catching Peer Assessment – F ○ Coach/Athlete Scorecard – F • Self Assessment: <ul style="list-style-type: none"> ○ Basketball Shooting Checklist (BEEF) – F ○ Keep it up in the Air Group Challenge – F • Motor Skills Pre/Post Assessments using Rubrics (Choose 1 Skill between 	<ul style="list-style-type: none"> • Teacher Observation - F • Critical Thinking (Think, Pair, Share) - F

			<p>Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to follow guidelines of NEW Teacher Assessment procedures.</i></p> <ul style="list-style-type: none"> Manipulative skill rubric 	
Standards	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals. 5.4 The student will use personal fitness assessment data to</p>	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) 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</p>	<p>PE: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) 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). b) 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) 3.2 The student will apply movement principles in increasingly complex movement activities. a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills. b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner)</p>	<p>PE: 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings. a) Demonstrate independence and good use of time while engaging in physical activity. b) Provide input into establishing rules and guidelines for behavior in physical activity settings. c) Work cooperatively with peers. 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities. a) Work productively and respectfully with others in achieving a common group goal. b) Work toward positive solutions in resolving disagreements. c) Demonstrate appropriate etiquette and application of rules and procedures. d) Identify the contributions various cultures have made to sport, dance,</p>

	<p>enhance understanding of physical fitness. b) 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). Health: 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include a) goal setting for personal health; 4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include a) personal responsibility for exhibiting healthy practices within the school and community setting;</p>	<p>wall with an implement). c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer. 5.2 The student will understand and apply movement principles and concepts in complex movement activities. d) Use feedback, including available technology, to improve performance. 5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness. a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers). b) 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).</p>	<p>4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. a) 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). 4.2 The student will understand and apply movement concepts and principles in complex motor skills. a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed). b) Apply movement principles and concepts to basic game strategies. c) Use movement principles to improve personal performance and provide feedback to others. d) Use feedback, including available technology, to improve performance. 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities. a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities.</p>	<p>and recreational pursuits. 5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities. a) Work independently and with others to improve learning during physical activity. b) Display appropriate cooperative and competitive behaviors. 5.6 The student will 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). Health: 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include a) goal setting for personal health; b) the process of resolving conflicts peacefully; c) strategies for solving problems related to health. 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices.; 4.6 The student will evaluate his/her role in identifying solutions to</p>
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			<p>5.2 The student will understand and apply movement principles and concepts in complex movement activities.</p> <p>a) Apply principles of accuracy, force, and follow-through when projecting objects.</p> <p>b) 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).</p> <p>c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).</p> <p>d) Use feedback, including available technology, to improve performance.</p>	<p>community health problems. Key concepts/skills include</p> <p>a) personal responsibility for exhibiting healthy practices within the school and community setting;</p> <p>5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include</p> <p>a) the development of positive social skills;</p> <p>c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.</p>
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • SchoolSpace • WELNET 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (4th Edition) • Circuit Training Manual (Five for Life) • Pedometers (class set) • SchoolSpace • Sound System • Functional Equipment: Step Boxes, Weight bars, Exercise Bands, Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats 	<ul style="list-style-type: none"> • SchoolSpace 	<ul style="list-style-type: none"> • SchoolSpace
Notes:		<p>* Step into Fitness Log/Graph can be used as an assessment for both Circuit Training and Pedometer Activities.</p>	<p>*= Motor Skill Mastery Point</p> <p><i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i></p>	

Timeframe: January	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	<i>What is nutrition?</i>	<i>How do cardiorespiratory activities improve my Fitness?</i>	<i>What are the different ways I can move my body?</i> <i>How can I control my body?</i>	<i>How can I help and get along with others?</i>
Content	Nutrition Aquatic Safety (if applicable)	Cardiorespiratory Training	Locomotor/Non-Locomotor Skills: Team & Individual Sports/Skills:	Working with Others
Skills/ Activities <i>What will students do?</i>	Nutrition <ul style="list-style-type: none"> • Introduction, B 2.1-2.5 • Vocabulary, B 2.6 • InfoCube Warm Up, B 2.26 • Energy Tag B 2.28-2.29 • Healthy Tag, B 2.32 • Macronutrient Knowledge, B 2.33-2.34 • Macronutrient Balance, B 2.35-B 2.36 • Meal Planner, B 2.37 • Energy In, Energy Out, B 2.38-B 2.39 Aquatic Safety Stations: YMCA Aquatics Safety Booklet Lessons: Boating Safety Personal Safety Snorkeling	Cardiorespiratory Training: <ul style="list-style-type: none"> ○ Circuit Training ○ Relays ○ Jump Rope ○ Step Box Training ○ Agility Rings 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging Motor Skills for Individual/Team Activities: <ul style="list-style-type: none"> • Throwing/Catching *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills *Roll *Bounce • Foot Skills *Kick stationary object • Striking Skills • Transferring Weight 	Partner/Group participation in nutrition activities

	<p>Reach or Throw, Don't Go Personal Fitness</p>		<p>*Bend, push, pull Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> • Basketball • Soccer • Creative Dance/Rhythmic Movement • Gymnastics • Aquatic Safety Activities (if applicable) <ul style="list-style-type: none"> ○ Reach/Throw, Don't Go ○ Personal Safety ○ Boat Safety ○ Snorkeling ○ Water Fitness • Other related games/activities that focus on motor skills listed above <p>*Changing levels while moving * Pathways * Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions)</p>	
<p>Assessment <i>How will students demonstrate their learning?</i></p>	<ul style="list-style-type: none"> • 5th Grade-Food for Energy and Life Assessment, B 2.40-2.41 Written, online or oral – F • Teacher Observation - F • Peer Observation - F • Student informal response-F 	<ul style="list-style-type: none"> • Student Informal Response - F • Teacher Observation - F • PE Student Portfolio (optional) –F/S 	<ul style="list-style-type: none"> • Teacher Observation – F • Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS). • Motor Skills Pre/Post Assessments using Rubrics (Choose 1 Skill between Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to follow</i> 	<p>Class Discussion and Reflection- F</p>

			<p><i>guidelines of NEW Teacher Assessment procedures.</i></p> <ul style="list-style-type: none"> Manipulative skill rubric 	
Standards	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include a) food and beverage choices based on nutritional content; 4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include a) the nutrients needed for proper brain functioning; b) the importance of balance, variety, and moderation in a meal plan; c) the effects of malnutrition; d) the impact of nutrients on growth and development; e) the impact of fats, carbohydrates, and proteins on physical performance. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include b) the connection between</p>	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include d) the impact of nutrients on growth and development; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices. PE: 3.3 The student will 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,</p>	<p>PE: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) 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). b) 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). c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence). d) Refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction. 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. a) 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</p>	<p>Health: 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include a) dietary customs and practices; 4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials; b) identification of accurate and inaccurate health information. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include f) the importance of developing and maintaining a positive self-image.</p>

	<p>nutritional guidelines and weight management;</p>	<p>increased respiration). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. 5.6 The student will 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).</p>	<p>ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). b) 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). c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer. 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities. a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities. b) Perform educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow. c) Perform different types of rhythm/dance sequences including American and international dances.</p>	
<p>Equipment/ Resources</p>	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Five For Life Nutrition Activity Handbook • Aquatic Safety Booklet (if applicable) • SchoolSpace 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • SchoolSpace • Sound System • Functional Equipment: Step Boxes, Weight bars, Exercise Bands, 	<ul style="list-style-type: none"> • Geomats • Gymnastics Equipment • SchoolSpace • Aquatic Equipment (if applicable) 	<ul style="list-style-type: none"> • Family Life Curriculum • http://kidshealth.org/ki/d/grow/body_stuff/bmi.html#cat20183 • SchoolSpace

	<ul style="list-style-type: none"> WELNET 	Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats		
Notes:			*= Motor Skill Mastery Point <i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i>	

Timeframe: February	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social/Emotional /Safety
Essential Questions	<i>What does it mean to have a healthy heart?</i>	<i>How does cardiorespiratory endurance improve my fitness?</i>	<i>When do I use jumping and landing skills? How do you jump rope? How can I improve my jump roping?</i>	<i>How can I manage Stress?</i>
Content	Heart Health (B1.24-1.39) Heart Month Promotion/Jump Rope For Heart Aquatic Safety (if applicable)	Circuit Training	Locomotor/Non-Locomotor Skills Low Organized Games Team & Individual Sports/Skills	Stress management
Skills/ Activities	<p>Heart Health:</p> <ul style="list-style-type: none"> • Introduction, B1.27 • Vocabulary, B1.29 • Risk Factor Four Square, B1.31 • Oxygen Transport, B1.32 • Respiration Relay, B1.33 • Capture the Oxygen, B1.35 • Target Heart Rate Training • Circulatory System Obstacle Course <p>Heart Month Promotion:</p> <ul style="list-style-type: none"> • Jump Rope for Heart <p>Aquatic Safety Stations: YMCA Aquatics Safety Booklet Lessons:</p> <p>Boating Safety Personal Safety Snorkeling Reach or Throw, Don't Go Personal Fitness</p>	<p>Circuit Training:</p> <ul style="list-style-type: none"> • Five for Life Circuit 1, B 4.8-4.9 • Five for Life Circuit 2, B 4.10-4.11 • Five for Life Circuit 3, B 4.12-4.13 • Pacer • Relay activities • Step Box Activities • Jump Rope Training • Plyometrics • Dynamic Flexibility 	<p>Locomotor/Non-Locomotor Skills:</p> <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging <p>Motor Skills for Individual/Team Activities:</p> <ul style="list-style-type: none"> • Throwing/Catching *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills *Roll *Bounce • Foot Skills *Kick stationary object • Striking Skills • Transferring weight *Bend, push, pull • Jump Rope 	<p>Stress management</p> <ul style="list-style-type: none"> • Relaxation techniques

			<p>*Basic two feet jump Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> • Jumping Rope • Aquatic Safety Activities (if applicable) <ul style="list-style-type: none"> ○ Reach/Throw, Don't Go ○ Personal Safety ○ Boat Safety ○ Snorkeling ○ Water Fitness • Modified Sport Games that emphasize the cardiorespiratory endurance fitness component <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Ultimate Frisbee ○ Volleyball • Other related games/activities that focus on motor skills listed above <p>*Changing levels while moving * Pathways * Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions)</p>	
<p>Assessment</p>	<ul style="list-style-type: none"> • Pulse Check - F • Informal Assessment – F • 5th – Activity Log Check #2 	<ul style="list-style-type: none"> • Teacher observation – F 	<ul style="list-style-type: none"> • Teacher observation – F • Peer Assessment – F • Jump Rope Challenge – F/S • Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS). • Motor Skills Pre/Post Assessments 	<ul style="list-style-type: none"> • Class discussion/ reflection - F

			<p>using Rubrics (Choose 1 Skill between Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to follow guidelines of NEW Teacher Assessment procedures.</i></p> <ul style="list-style-type: none"> Manipulative skill rubric 	
Standards	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition). 5.3 The student will describe short- and long-term benefits of engaging in regular physical activity. Health: 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include a) the use of health services and</p>	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition). c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals. 5.3 The student will describe short- and long-term benefits of engaging in regular physical activity. Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include</p>	<p>PE: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) 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). b) 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). 3.2 The student will apply movement principles in increasingly complex movement activities. a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills. b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving</p>	<p>Health: 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include a) dietary customs and practices; b) recreational activities; c) celebrations and traditions. 4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include a) the use of health care agencies, printed materials, broadcast media,</p>

<p>agencies to gain information; b) the ways in which health care has improved as a result of technology; c) the use of a variety of print, audiovisual, and electronic media resources. 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include a) the body’s defenses; b) the spread of germs (viruses, bacteria, and fungi); c) the difference between communicable and non-communicable diseases; d) the importance of early detection of health problems; e) the role of regular physical activity, good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include a) the relationship between health promotion and disease prevention; b) the connection between nutritional guidelines and weight management; c) strategies for managing stress; d) the importance of exercise and recreation; e) the effects of personal health habits on cardiovascular fitness;</p>	<p>b) the benefits of physical activity and personal fitness; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include b) the connection between nutritional guidelines and weight management; d) the importance of exercise and recreation; e) the effects of personal health habits on cardiovascular fitness;</p>	<p>partner). 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. a) 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). 4.2 The student will understand and apply movement concepts and principles in complex motor skills. a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed). b) Apply movement principles and concepts to basic game strategies. c) Use movement principles to improve personal performance and provide feedback to others. d) Use feedback, including available technology, to improve performance. 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities. a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports</p>	<p>Internet, and audiovisual materials; b) identification of accurate and inaccurate health information. 4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include a) personal responsibility for exhibiting healthy practices within the school and community setting; 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include a) the relationship between health promotion and disease prevention;</p>
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f) the importance of developing and maintaining a positive self-image.
5.3 The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs. Key concepts/skills include
a) the effects on the integrated functioning of the body's systems;
b) the effects on academic performance;
c) the effects on relationships with family, peers, and other individuals.

activities.
5.2 The student will understand and apply movement principles and concepts in complex movement activities.
a) Apply principles of accuracy, force, and follow-through when projecting objects.
b) 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).
c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
d) Use feedback, including available technology, to improve performance.

c) strategies for managing stress;
e) the effects of personal health habits on cardiovascular fitness;
5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
a) strategies for validating health information;
5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
c) promotion of the value of community health and wellness;
e) development of

				community health projects; f) promotion of volunteerism and community service.
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Aquatic Safety Booklet (if applicable) • School Space 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • School Space • Sound System • Functional Equipment: Step Boxes, Weight bars, Exercise Bands, Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • School Space • Aquatic Equipment (if applicable) 	<ul style="list-style-type: none"> • Library/Media • ITRT • Ibook • School Space
Notes:			<p>*= Motor Skill Mastery Point</p> <p><i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i></p>	

Timeframe: March	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	<i>How do bones and muscles work?</i>	<i>How does circuit training impact Fitnessgram scores? How does training affect fitness and performance?</i>	<i>How do you master a motor skill? How do you become efficient in producing a physical movement?</i>	<i>What is self-esteem? How do I feel about myself?</i>
Content	Bone Health (3.1–3.14) Muscle Motion (B3.15-3.29) Stretch, Bend, Twist (B1.65 – 1.72) Muscle Fitness Essentials (B1.43-1.62) Aquatic Safety (if applicable)	Circuit Training Fitnessgram Post-Testing Prep	Locomotor/Non-Locomotor Skills: Low Organized Games: Team & Individual Sports/Skills	Self-Esteem Self-Awareness Safety
Skills/ Activities	Bones: <ul style="list-style-type: none"> • Introduction, B3.4–3.5 • Vocabulary, B3.6 • Bone Health Tag, B3.7 • Bone Building Relay, B.3.8 Muscles: <ul style="list-style-type: none"> • Introduction, B3.18-3.19 • Vocabulary, B3.20 • The notion of muscle motion, B3.21 • Muscle tag, B3.22 • Build your muscles tag, B3.23 • Muscle Check-up, B1.47 & 1.55 • Muscular Strength and 	Circuit Training <ul style="list-style-type: none"> • Five for Life Circuit 1, B 4.8-4.9 • Five for Life Circuit 2, B 4.10-4.11 • Five for Life Circuit 3, B 4.12-4.13 Fitnessgram Post-Testing Prep <ul style="list-style-type: none"> • Push-ups • Curl-ups • Sit and Reach • Pacer • Trunk Lift • BMI (Height/Weight) 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging Motor Skills for Individual/Team Games: <ul style="list-style-type: none"> • Throwing/Catching <ul style="list-style-type: none"> *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills <ul style="list-style-type: none"> *Roll *Bounce 	<ul style="list-style-type: none"> • Self-Esteem Tag (Fab 5). • Self-Esteem Bingo (Fab 5). • Collaboration game with School Counselor.

	<p>Muscular Endurance Tag, B1.60</p> <ul style="list-style-type: none"> All-Star Stretching, B1.67-1.72 Stretch, Bend, Twist (B1.65-1.72) Muscle Fitness Essentials (B1.43-1.62) <p>Aquatic Safety Stations: YMCA Aquatics Safety Booklet Lessons: Boating Safety Personal Safety Snorkeling Reach or Throw, Don't Go Personal Fitness</p>		<ul style="list-style-type: none"> Foot Skills *Kick stationary object Striking Skills <p>Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> Aquatic Safety Activities (if applicable) <ul style="list-style-type: none"> Reach/Throw, Don't Go Personal Safety Boat Safety Snorkeling Water Fitness Modified Basketball Games Modified Hockey Games SportStacking Other related games/activities that focus on motor skills listed above <p>*Changing levels while moving * Pathways * Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions)</p>	
<p>Assessment</p>	<ul style="list-style-type: none"> Bone Assessment (B3.9-3.10): Written, online or oral – F Bone Names Informal Group Assessment (B 3.13) – F <ul style="list-style-type: none"> Bones Basketball (Five for Life Resource CD). Bones Group Relay. Muscle Motion (B3.24- 	<ul style="list-style-type: none"> Circuit Station Activity Sheets - F Fitness Goal Review - F 	<ul style="list-style-type: none"> Teacher observation – F Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS). Motor Skills Pre/Post Assessments using Rubrics (Choose 1 Skill between Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to</i> 	<ul style="list-style-type: none"> Class Discussion and Reflection - F Teacher Observation - F

	<p>3.25): Written, online or oral - F</p> <ul style="list-style-type: none"> • Aquatics Test - S • Muscle Check-up - F 		<p><i>follow guidelines of NEW Teacher Assessment procedures.</i></p> <ul style="list-style-type: none"> • Manipulative skill rubric 	
Standards	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity, good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation;</p>	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition). 5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness. Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include e) the role of regular physical activity,</p>	<p>P.E: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. d) Refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction. 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. a) 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). c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer. 4.2 The student will understand and apply movement concepts and principles in complex motor skills. b) Apply movement principles and concepts to basic game strategies. c) Use movement principles to improve personal performance and provide feedback to others. 5.1 movement activities. a) Demonstrate proficiency in locomotor, non-</p>	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation; f) the importance of developing and maintaining a</p>

		<p>good nutrition, and healthy choices. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation</p>	<p>locomotor, and manipulative skill combinations in more complex environments and modified sports activities. b) Perform educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.</p>	<p>positive self-image</p>
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Aquatic Safety Booklet (if applicable) 	<ul style="list-style-type: none"> • Sit and Reach Box • Fitnessgram CD • Fitnessgram Manual • Scale • Stadiometer • SchoolSpace • WelNet • Sound System • Functional Equipment: Step Boxes, Weight bars, Exercise Bands, Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats 	<ul style="list-style-type: none"> • Aquatic Equipment (if applicable) • Gymnastic Equipment 	
Notes:			<p>*= Motor Skill Mastery Point</p> <p><i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i></p>	

Timeframe: April/May/June	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social/Emotional /Safety
Essential Questions	<i>How can physical education impact your life?</i>	<i>How does your fitness level impact the activities you choose?</i>	<i>Which motor skills are necessary to maintain my fitness level?</i>	<i>What did I learn in PE that will help me be safe over the summer? How can you get along with your siblings and peers over the summer?</i>
Content	Review health, nutrition, and fitness concepts in preparation for Cumulative Basic Post Assessment. *See notes. Field Day Content Aquatic Safety (if applicable)	Post Fitnessgram Testing Circuit Training Relays	Locomotor/Non-Locomotor Skills: Low Organized Games: Team & Individual Sports/Skills:	Safety Social Behavior

<p>Skills/Activities</p>	<p>Review games from past units:</p> <ul style="list-style-type: none"> • Five Components of Fitness • Nutrition • Heart Health • Bones and Muscles <p>Field Day Preparation</p> <ul style="list-style-type: none"> • Theme ideas can be found and shared on Schoolspace <p>Aquatic Safety Stations: YMCA Aquatics Safety Booklet Lessons: Boating Safety Personal Safety Snorkeling Reach or Throw, Don't Go Personal Fitness</p>	<p>Circuit Training</p> <ul style="list-style-type: none"> • Five for Life Circuit 1, (B 4.8-4.9) • Five for Life Circuit 2, (B 4.10-4.11) • Five for Life Circuit 3, (B 4.12-4.13) <p>Post-Fitness Measurements (Fitnessgram Manual)</p> <ul style="list-style-type: none"> • Fitnessgram Manual • Push-up (p. 51) • Curl-up (p. 46) • Sit and Reach (p. 57) • Pacer (p. 29) • Trunk Lift (p. 49) • Height and Weight for BMI calculation 	<p>Locomotor/Non-Locomotor Skills:</p> <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, sliding, pathways, fleeing and dodging • Non-Locomotor Skills: spatial awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging <p>Motor Skills for Individual/Team Games:</p> <ul style="list-style-type: none"> • Throwing/Catching <ul style="list-style-type: none"> *Underhand throw *Catch • Hand/Eye Coordination • Hand Skills <ul style="list-style-type: none"> *Roll *Bounce • Foot Skills <ul style="list-style-type: none"> *Kick stationary object • Striking Skills <p>Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> • Frisbee • Bike Safety and Skills • Field Day Activities • Relay Activities <ul style="list-style-type: none"> *Changing levels while moving * Pathways * Perform a sequence of skills in low organized games and activities (tag: run, dodge, twist, start, stop while making decisions) 	<p>Safety and Social Behavior</p> <ul style="list-style-type: none"> • Cooperation • Problem Solving • Safety games • Responsibility • Respect
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<p>Assessment</p>	<ul style="list-style-type: none"> Cumulative Basic Post-Assessment (Post Test) on Welnet – S. 	<ul style="list-style-type: none"> Student Fitness Report (sent home) - S 	<ul style="list-style-type: none"> Teacher Observation – F Peer Observation – F Motor Screening - new 3rd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS) – Send Final Motor Screening Annual Report Form to HPE Specialist. Motor Skills Pre/Post Assessments using Rubrics (Choose 1 Skill between Basketball, Soccer, Floor Hockey, Overhand Throw, Overhand Catch, Dance and Striking with a Paddle) – Use PE Metrics Workbook for Rubric and Procedures. <i>This must be done only once throughout the entire year to follow guidelines of NEW Teacher Assessment procedures.</i> Manipulative skill rubric 	<ul style="list-style-type: none"> Summer Safety Packet (optional) - F
<p>Standards</p>	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; c) safe and harmful behaviors; 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include a) goal setting for personal</p>	<p>PE: 3.3 The student will 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). 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance,</p>	<p>PE: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. 3.2 The student will apply movement principles in increasingly complex movement activities. 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities. 4.2 The student will understand and apply movement concepts and principles in complex motor skills. 5.1 The student will demonstrate proficiency in movement skills and skill</p>	<p>Health: 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include c) safe and harmful behaviors; d) positive interaction with family, peers, and other individuals. 3.2 The student will use decision-making skills to promote health and personal wellness. Key</p>

	<p>health;</p> <p>b) the process of resolving conflicts peacefully;</p> <p>c) strategies for solving problems related to health.</p> <p>3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include</p> <p>a) dietary customs and practices;</p> <p>b) recreational activities;</p> <p>c) celebrations and traditions.</p> <p>4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include</p> <p>a) the nutrients needed for proper brain functioning;</p> <p>b) the importance of balance, variety, and moderation in a meal plan;</p> <p>c) the effects of malnutrition;</p> <p>d) the impact of nutrients on growth and development;</p> <p>e) the impact of fats, carbohydrates, and proteins on physical performance.</p> <p>4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include</p>	<p>flexibility, body composition).</p> <p>b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.</p> <p>c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.</p> <p>5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.</p> <p>a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).</p> <p>b) 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).</p> <p>Health:</p> <p>3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include</p> <p>b) the benefits of physical activity and personal fitness;</p> <p>4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include</p> <p>e) exhibiting self-control.</p> <p>4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include</p> <p>e) the role of regular physical activity,</p>	<p>combinations in complex movement activities.</p> <p>5.2 The student will understand and apply movement principles and concepts in complex movement activities.</p>	<p>concepts/skills include</p> <p>a) goal setting for personal health;</p> <p>b) the process of resolving conflicts peacefully;</p> <p>c) strategies for solving problems related to health.</p> <p>4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include</p> <p>e) the role of regular physical activity, good nutrition, and healthy choices.</p> <p>4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include</p> <p>a) personal responsibility for exhibiting healthy practices within the school and community setting</p>
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	<p>e) the role of regular physical activity, good nutrition, and healthy choices.</p> <p>4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include</p> <p>a) personal responsibility for exhibiting healthy practices within the school and community setting;</p> <p>5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include</p> <p>a) the development of positive social skills;</p> <p>b) the use of refusal and conflict-resolution skills;</p> <p>c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.</p> <p>5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include</p> <p>a) the relationship between health promotion and disease prevention;</p>	<p>good nutrition, and healthy choices.</p> <p>5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include</p> <p>d) the importance of exercise and recreation;</p>		
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	<p>b) the connection between nutritional guidelines and weight management; c) strategies for managing stress; d) the importance of exercise and recreation; e) the effects of personal health habits on cardiovascular fitness; f) the importance of developing and maintaining a positive self-image.</p>			
Equipment/ Resources	<ul style="list-style-type: none"> • Aquatic Safety Booklet (if applicable) 	<ul style="list-style-type: none"> • Sit and Reach Box • Fitnessgram CD • Fitnessgram Manual • Scale • Stadiometer • SchoolSpace • WelNet • Sound System • Functional Equipment: Step Boxes, Weight bars, Exercise Bands, Dumbbells, Stability Balls, Medicine Balls, Pedometers, Agility Rings, Exercise Mats 	<ul style="list-style-type: none"> • Aquatic Equipment (if applicable) • Field Day Equipment • Bike Trailer 	<ul style="list-style-type: none"> • SchoolSpace for Safety Packets
Notes:	<p>Teachers will refer to previous months for activities to review content for post-cumulative test.</p>		<p>*= Motor Skill Mastery Point</p> <p><i>Suggested activities are approved for use with the Focused Fitness curriculum and can be built upon as appropriate to answer the essential question(s) listed above.</i></p>	