

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?</i>	<i>How does movement make me fit?</i>	<i>What is movement?</i>	<i>How can I move safely?</i>
Content <i>What will students know?</i>	Five for Life Unit (B 1.1- 1.13) (Five Components of Fitness)	Body Weight Exercises/Circuits	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 • Cardiorespiratory 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 	Body Weight Exercises/Circuits: <ul style="list-style-type: none"> • Push-Ups/Shoulder Taps • Squats • Lunges • Crab Kicks • Rocket Blasters • Knee Lifts • Mountain Climbers 	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, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * 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

			<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 activities.</p>	
<p>Assessment <i>How will students demonstrate their learning?</i></p>	<ul style="list-style-type: none"> Teacher Observation/Question for Understanding - F 	<ul style="list-style-type: none"> Teacher Observation - F 	<ul style="list-style-type: none"> Teacher/Peer Observation – F Motor Screening – All K and any new 1st/2nd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement. <p>* Manipulative Skill Rubric</p>	<ul style="list-style-type: none"> Teacher Observation - F Class Debriefing - F
<p>Standards</p>	<p>PE: K.6 The student will explain why physical activity is good for health. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility.</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. K.5 The student will participate in regular physical</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. a) Demonstrate the locomotor skills of walking, running, hopping, and jumping and landing., c) Demonstrate a minimum of two critical elements (small, isolated parts</p>	<p>PE: K.4 The student will use appropriate behaviors and safe practices in physical activity settings. b) Demonstrate ability to share and be cooperative and safe with others. c) Demonstrate an understanding of general and personal space. 1.5 The student will demonstrate, with little or no adult intervention,</p>

	<p>Health: 2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include a) the cardiovascular system; d) the muscular system</p>	<p>activity. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. a) Identify that physical fitness is the ability to work and play with energy to spare.</p>	<p>of the whole skill or movement) 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). K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills. 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding. c) 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). 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.</p>	<p>safe and cooperative behaviors in physical activity settings. b) Incorporate safety rules learned in physical education. 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors. Health: K.3 The student will explain the concept of being safe. Key concepts/skills include a) the need for safety rules and practices; b) the differences between emergency and non-emergency situations; c) the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces). K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include a) acceptable behavior in classrooms and during play; b) respect for the property and rights of others; c) respect for the personal space of others. 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include c) playground safety; 1.6 The student will demonstrate</p>
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			<p>b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.</p> <p>2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.</p> <p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.</p>	<p>responsible personal and social behaviors in the school and community. Key concepts/skills include</p> <p>a) cooperative behavior;</p> <p>b) respect for others;</p> <p>c) adherence to school rules;</p> <p>d) acceptance of responsibility;</p> <p>e) respect for the property of others.</p> <p>2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include</p> <p>d) the importance of learning and using refusal skills to make good decisions;</p> <p>e) the use of nonviolent strategies to resolve conflicts.</p>
Equipment/ Resources	<ul style="list-style-type: none"> Five for Life Basic Curriculum (Fourth Edition, Basic Book) 	<ul style="list-style-type: none"> Circuit Cards SchoolSpace Sound System 	<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 Posted Playground Rules
Notes:			<p><i>*=Motor Skills Mastery Point</i></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 in this section.</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 fitness? What does it mean to be fit? What is Intensity?</i>	<i>How active am I? How do I improve my fitness?</i>	<i>How can I improve my motor skill learning?</i>	<i>How does it feel to be fit?</i>
Content	Five for Life Unit (B 1.1-1.13) (Five Components of Fitness) Intensity	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	Five for Life Unit <ul style="list-style-type: none"> • Introduction, B 1.4 • Vocabulary, B 1.5 • Cardiorespiratory Endurance, B 1.6 • Muscular Strength, B 1.7 	Step into Fitness <ul style="list-style-type: none"> • Introduction, B 4.85 • Vocabulary, B 4.86 • Starting with a Pedometer, B 4.87 Circuit Training (Modify	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, 	Cooperative/Team-Building Activities: <ul style="list-style-type: none"> • Parachute • Mission Impossible • IceBergs • Line Drill Activities <ul style="list-style-type: none"> ○ Ball Passover

	<ul style="list-style-type: none"> • Muscular Endurance, B 1.7 • Flexibility, B 1.8 • Body Composition, B 1.9 <p>Intensity</p> <ul style="list-style-type: none"> • Introduction, B 4.57-4.58 • Intro to Intensity, B 4.57-4.58 	<ul style="list-style-type: none"> • Introduction, B 4.4-4.5 • Whole class functional equipment workout, B 4.7 • Five for Life modified circuit (body weight) <ul style="list-style-type: none"> ○ Step boxes ○ Jump ropes ○ Squats ○ Lunges ○ Hula hoops ○ Agility rings ○ Triceps dips ○ Rocket blasters ○ Mountain climbers ○ Ski Jumpers 	<p>stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging</p> <p>Motor Skills for Individual/Team Activities:</p> <ul style="list-style-type: none"> • Throwing/Catching <ul style="list-style-type: none"> * Underhand Throw, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * 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"> • 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 <p>* Changing levels while moving * Pathways * Perform a sequence of skills in low organized activities.</p>	<ul style="list-style-type: none"> ○ HulaHoop Chain ○ Birthday Line-Up ○ Playing Cards
<p>Assessment</p>	<ul style="list-style-type: none"> • Teacher observation–F • Question for Understanding - F 	<ul style="list-style-type: none"> • Pedometer Self Check – F • Pedometer Peer Check – F • Teacher Observation – F 	<ul style="list-style-type: none"> • Teacher Observation - F • Peer Assessment: Throwing/ Catching– F • Self Assessment: Keep it up in the Air Group Challenge – F 	<ul style="list-style-type: none"> • Teacher Observation - F • Critical Thinking - F

			<ul style="list-style-type: none"> Motor Screening – All new K and new 1st/2nd 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. <p>* Manipulative Skill Rubric</p>	
Standards	<p>PE: K.6 The student will explain why physical activity is good for health. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. a) Identify that physical fitness is the ability to work and play with energy to spare.</p> <p>Health: 2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include a) the cardiovascular system</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. K.5 The student will participate in regular physical activity. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. a) Identify that physical fitness</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. c) Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) 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). d) Demonstrate a minimum of two critical elements used in manipulative skills while moving. 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and</p>	<p>PE: K.4 The student will use appropriate behaviors and safe practices in physical activity settings. 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education. 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors. Health: K.3 The student will explain the concept of being safe. Key concepts/skills include a) the need for safety rules and practices; c) the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces).</p>

	<p>d) the muscular system;</p>	<p>is the ability to work and play with energy to spare.</p>	<p>catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley).</p> <p>1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.</p> <p>c) Demonstrate force, levels, and direction when performing manipulative skills.</p> <p>2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.</p> <p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.</p> <p>b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.</p>	<p>K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include</p> <p>a) acceptable behavior in classrooms and during play;</p> <p>b) respect for the property and rights of others;</p> <p>c) respect for the personal space of others.</p> <p>1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include</p> <p>c) playground safety</p> <p>1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include</p> <p>a) cooperative behavior;</p> <p>b) respect for others;</p> <p>c) adherence to school rules;</p> <p>d) acceptance of responsibility;</p> <p>e) respect for the property of others.</p> <p>2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include</p> <p>d) the importance of learning and using refusal skills to make good decisions;</p> <p>e) the use of nonviolent strategies to resolve conflicts.</p>
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Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Circuit Training Manual (Five for Life) • Pedometers (class set) • SchoolSpace • Sound System 	<ul style="list-style-type: none"> • SchoolSpace 	<ul style="list-style-type: none"> • SchoolSpace
Notes:			<p><i>*=Motor Skills Mastery Point</i></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 in this section.</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
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Essential Questions	<i>What is nutrition?</i>	<i>How does cardiorespiratory endurance improve my fitness?</i>	<i>What are the different ways I can move my body? How can I control my body?</i>	<i>How can I help and get along with others?</i>
Content	Healthy Food, Healthy Balance (B 2.1-2.5)	Cardiorespiratory Training	Locomotor/Non-Locomotor Skills Team & Individual Sports/Skills	Working with others
Skills/ Activities	<p>Nutrition</p> <ul style="list-style-type: none"> • Introduction, B 2.1-2.4 • Recommended Daily Amounts for MyPlate, B 2.5 • Vocabulary, B 2.6 • Info Cube Warm Up, B 2.7 • Dive into Daily Amounts, B 2.8-2.10 <i>(for K-2 only complete the first objective).</i> • Calorie Burner, B 2.11-2.12 • Food Identity, B 2.16 • Musical Food Group, B 2.17 • Food Group Balance, B 2.18-2.19 • Energy In-Energy Out, B 2.38-2.39 • Healthy Tag, B 2.32 • Energy Tag, B 2.28 	<p>Cardiorespiratory Training:</p> <ul style="list-style-type: none"> • Circuit Training • Relays • Jump Rope • Step Box Training • Agility Rings 	<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 <ul style="list-style-type: none"> * Underhand Throw, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * Bounce • Foot Skills <ul style="list-style-type: none"> * Kick Stationary Object • Striking Skills • Transferring Weight <ul style="list-style-type: none"> * Bend, Push, Pull <p>Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> • Basketball • Soccer • Creative Dance/Rhythmic Movement • Gymnastics 	<p>Working with others</p> <ul style="list-style-type: none"> • Partner/Group Participation during Nutrition Activities.

			<ul style="list-style-type: none"> • 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 activities.</p>	
Assessment	<ul style="list-style-type: none"> • Teacher Observation - F • Peer Observation - F • Question for Understanding - F 	<ul style="list-style-type: none"> • Question for Understanding - F • Teacher Observation - F 	<ul style="list-style-type: none"> • Question for Understanding - F • Teacher Observation – F • Motor Screening – All new K and new 1st/2nd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS). <p>* Manipulative Skill Rubric</p>	<ul style="list-style-type: none"> • Class discussion and reflection - F
Standards	<p>Health: K.1 The student will explain that the body is a living and growing organism. Key concepts/ skills include a) the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day) 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include f) proper nutrition</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. d) Demonstrate a minimum of two critical elements used in manipulative skills while moving. e) Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns. 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. e) Demonstrate simple educational gymnastic sequences that contain a variety</p>	<p>Health: K.3 The student will explain the concept of being safe. Key concepts/skills include a) the need for safety rules and practices; K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include a) acceptable behavior in classrooms and during play; b) respect for the property and rights of others; c) respect for the personal space of others. 1.4 The student will demonstrate healthy mental and emotional</p>

	<p>2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include</p> <p>a) how food choices contribute to a healthy lifestyle;</p>	<p>flexibility.</p> <p>a) Identify that physical fitness is the ability to work and play with energy to spare.</p>	<p>of balance, roll, transfer of weight, and flight.</p> <p>f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.</p> <p>1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.</p> <p>c) Demonstrate force, levels, and direction when performing manipulative skills.</p> <p>2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>b) Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.</p> <p>c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.</p> <p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.</p>	<p>development. Key concepts/skills include</p> <p>a) cooperation with others;</p> <p>b) adaptation to change;</p> <p>c) expression of ideas and thoughts to create positive relationships;</p> <p>1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include</p> <p>a) cooperative behavior;</p> <p>b) respect for others;</p> <p>d) acceptance of responsibility;</p> <p>e) respect for the property of others.</p> <p>PE:</p> <p>K.4 The student will use appropriate behaviors and safe practices in physical activity settings.</p> <p>b) Demonstrate ability to share and be cooperative and safe with others.</p> <p>1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.</p> <p>a) Work cooperatively with peers for short periods of time.</p> <p>2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.</p>
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Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Five For Life Nutrition Handbook • SchoolSpace 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Five For Life Nutrition Handbook • Circuit Training Handbook • SchoolSpace • Sound System 	<ul style="list-style-type: none"> • Geomats • Gymnastic Equipment • SchoolSpace 	<ul style="list-style-type: none"> • SchoolSpace
Notes:			<p><i>*=Motor Skills Mastery Point</i></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 in this section.</i></p>	

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>How do you jump rope? How can I improve my jump roping skills?</i>	<i>How can I manage Stress?</i>
Content	Heart Health (B1.14-1.23) Heart Month Promotion/Jump Rope For Heart	Cardiorespiratory Endurance Pedometers – Step into Fitness	Locomotor/Non-Locomotor Skills Team & Individual Sports/Skills	<ul style="list-style-type: none"> • Stress management
Skills/ Activities	Heart Health: <ul style="list-style-type: none"> • Introduction, B1.14 • Vocabulary, B1.19 • Heart Health 2-5 Minute Run, B 1.20 	Cardiorespiratory Endurance Training: <ul style="list-style-type: none"> • Relay activities • Step Box Activities • Circuit Training 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Locomotor Skills: running, skipping, galloping, hopping, jumping, walking, leaping, 	Stress management <ul style="list-style-type: none"> • Relaxation Techniques

	<ul style="list-style-type: none"> • Heart Health Relay, B 1.21 • Risk Factor Four Square, B1.31 • Oxygen Transport, B1.32 • Pulse Check Training <p>Heart Month Promotion:</p> <ul style="list-style-type: none"> • Jump Rope for Heart 	<ul style="list-style-type: none"> • Jump Rope Training • Plyometrics • Dynamic Flexibility <p>Pedometers – Step into Fitness</p> <ul style="list-style-type: none"> • Starting with a Pedometer, B 4.87 • Step into Fitness Pedometer Challenge, B 4.88-4.89 	<p>sliding, pathways, fleeing and dodging</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> * Underhand Throw, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * Bounce • Foot Skills <ul style="list-style-type: none"> * Kick Stationary Object • Striking Skills • Transferring Weight <ul style="list-style-type: none"> * Bend, Push, Pull • Jump Rope <ul style="list-style-type: none"> * Jump Rope (basic two foot jump). <p>Suggested Team, Individual, Lifelong and Alternative Activities:</p> <ul style="list-style-type: none"> • Jumping Rope • Modified Sport Games that emphasize the cardiorespiratory endurance fitness component <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Ultimate Frisbee ○ Volleyball 	
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			<ul style="list-style-type: none"> 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 activities.</p>	
Assessment	<ul style="list-style-type: none"> Pulse Check - F Teacher Observation - F Check for Understanding - F 	<ul style="list-style-type: none"> Teacher observation - F Station Assessment Sheet - F Pedometer Self Check - F 	<ul style="list-style-type: none"> Teacher observation – F Jumping Rope Checklist – F Peer Observation – F Jump rope trick checklist – F Motor Screening – All new K and new 1st/2nd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening Requirement (ONGOING FOR NEW STUDENTS). <p>* Manipulative Skill Rubric</p>	<ul style="list-style-type: none"> Self Reflection – F Think/Pair/Share- F Class discussion- F
Standards	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 2.3 The student will identify and participate in physical activities</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. a) Demonstrate the locomotor skills of walking, running, hopping, and jumping and landing. K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills.</p>	<p>Health: K.2 The student will explain the concept of being healthy. Key concepts/skills include a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride); c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu). 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include</p>

	<p>that promote aerobic capacity, muscular strength, endurance, and flexibility. a) Identify that physical fitness is the ability to work and play with energy to spare. Health: 1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include c) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory). 2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include a) the cardiovascular system;</p>	<p>2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. a) Identify that physical fitness is the ability to work and play with energy to spare.</p>	<p>1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding. b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).</p>	<p>e) physical activity and healthy entertainment; 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include d) the differences between positive and negative emotions. 2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include b) the harmful effects of drugs, alcohol, and tobacco; d) the importance of learning and using refusal skills to make good decisions; 2.3 The student will describe the influences and factors that impact health and wellness. Key concepts/skills include c) germs and diseases;</p>
<p>Equipment/ Resources</p>	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • School Space • Jump Rope for Heart Flyers 	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) • Circuit Training Manual • Pedometers (class set) • School Space • Sound System 	<ul style="list-style-type: none"> • Jump Rope Videos • Jump Into Health DVD © Susan Nye, JMU Univ. • School Space 	<ul style="list-style-type: none"> • School Space
<p>Notes:</p>			<p><i>*=Motor Skills Mastery Point</i></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>	

			<i>in this section.</i>	
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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>Why do I need bones and muscles? How do my bones and muscles work?</i>	<i>How does exercise affect my fitness?</i>	<i>How does my hand/eye coordination improve my dribbling skills?</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)	Circuit Training	Locomotor/Non-Locomotor Skills Low Organized Games Team & Individual Sports/Skills	Self-Esteem Self-Awareness
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, B3.8 • Skeleton Basketball Relay Muscles:	Circuits (modify equipment so that for K there is little to no equipment and in 1 st and 2 nd we introduce equipment): <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 	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 	Self-Esteem Self-Awareness <ul style="list-style-type: none"> • Self-Esteem Tag (need instructions for this game in SchoolSpace).

	<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 	<ul style="list-style-type: none"> • Five for Life Circuit 3, B 4.12-4.13 	<p>awareness, levels, bending, stretching, pushing, pulling, twisting, turning, shaking, bouncing, swinging</p> <p>Motor Skills for Individual/Team Games:</p> <ul style="list-style-type: none"> • Throwing/Catching <ul style="list-style-type: none"> * Underhand Throw, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * 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"> • 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 activities.</p>	
<p>Assessment</p>	<ul style="list-style-type: none"> • Teacher Observation – F • Check for Understanding - F 	<ul style="list-style-type: none"> • Circuit Station Activity Sheets - F 	<ul style="list-style-type: none"> • Teacher observation – F • Peer Assessment – F • Motor Screening – All new K and new 1st/2nd graders to the county – S. Follow Skill Demonstration Checklist from VDOE Motor Screening 	<ul style="list-style-type: none"> • Class Discussion & Reflection-F • Pair Share – F

			Requirement (ONGOING FOR NEW STUDENTS). * Manipulative Skill Rubric	
Standards	<p>PE: 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. b) Name and locate the large muscle groups. Health: K.1 The student will explain that the body is a living and growing organism. Key concepts/ skills include c) the five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet); 1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach); b) the principles of correct posture; c) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory). 2.1 The student will identify the</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility. c) Demonstrate activities that utilize specific muscle groups.</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. d) Demonstrate a minimum of two critical elements used in manipulative skills while moving. 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. c) 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). d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving. 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and</p>	<p>PE: K.4 The student will use appropriate behaviors and safe practices in physical activity settings. b) Demonstrate ability to share and be cooperative and safe with others. 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education. 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors. Health: K.2 The student will explain the concept of being healthy. Key concepts/skills include a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride); 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include b) adaptation to change; d) the differences between positive and</p>

	<p>major body systems and explain their connection to personal health. Key concepts/skills include</p> <p>c) the skeletal system; d) the muscular system;</p>		<p>manipulative skills.</p> <p>a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.</p> <p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.</p>	<p>negative emotions.</p> <p>1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include</p> <p>d) acceptance of responsibility; 2.3 The student will describe the influences and factors that impact health and wellness. Key concepts/skills include</p> <p>e) self-image related to personal success; f) disappointment, loss, grief, and separation.</p>
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Basic Curriculum (Fourth Edition, Basic Book) 	<ul style="list-style-type: none"> • SchoolSpace • Sound System 	<ul style="list-style-type: none"> • School Space 	<ul style="list-style-type: none"> • School Space
Notes:			<p><i>*=Motor Skills Mastery Point</i></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 in this section.</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	How can physical education impact your life?	How does your fitness level impact the activities you choose?	Which motor skills are necessary to maintain my fitness level?	What did I learn in PE that will help me be safe over the summer?
Content	Review Five for Life Field Day Content	Circuit Training	Locomotor/Non-Locomotor Skills Team & Individual Sports/Skills	Summer Safety
Skills/ Activities	<p>Review Five for Life</p> <ul style="list-style-type: none"> • Five Components of Fitness • Nutrition • Heart Health • Bones and Muscles <p>Field Day Content</p> <ul style="list-style-type: none"> • Field Day Game Preparation • Theme ideas can be found and shared on SchoolSpace. 	<p>Circuits (modify equipment so that for K there is little to no equipment and in 1st and 2nd we introduce equipment):</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>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 <ul style="list-style-type: none"> * Underhand Throw, Roll • Hand/Eye Coordination <ul style="list-style-type: none"> * Catch • Hand Skills <ul style="list-style-type: none"> * 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 Skills 	<p>Summer Safety</p> <ul style="list-style-type: none"> • Bike safety activities • Sun safety / UV Protection

			<ul style="list-style-type: none"> • Field Day Activities • Relay Activities <p>* Changing levels while moving * Pathways * Perform a sequence of skills in low organized activities.</p>	
Assessment	<ul style="list-style-type: none"> • Questions for Understanding – F/S 		<ul style="list-style-type: none"> • Teacher Observation – F • Peer Observation – F • Motor Screening – All new K and new 1st/2nd 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. <p>* Manipulative Skill Rubric</p>	<ul style="list-style-type: none"> • Summer Safety Packet (optional) – F/S
Standards	<p>PE: K.5 The student will participate in regular physical activity. K.6 The student will explain why physical activity is good for health. 1.6 The student will participate regularly in physical activities that require physical exertion and skill. 2.5 The student will identify opportunities to participate in regular physical activity outside of school.</p>	<p>PE: K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature. 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. 2.3 The student will identify and participate in physical activities that promote</p>	<p>PE: K.1 The student will demonstrate progress toward the mature form of selected locomotor, nonlocomotor, and manipulative skills. d) Demonstrate a minimum of two critical elements used in manipulative skills while moving. 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. c) 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).</p>	<p>PE: K.4 The student will use appropriate behaviors and safe practices in physical activity settings. b) Demonstrate ability to share and be cooperative and safe with others. 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.</p>

		<p>aerobic capacity, muscular strength, endurance, and flexibility.</p> <p>c) Demonstrate activities that utilize specific muscle groups.</p>	<p>d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving.</p> <p>1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.</p> <p>a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.</p> <p>b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.</p> <p>c) Demonstrate force, levels, and direction when performing manipulative skills.</p> <p>2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.</p> <p>2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.</p> <p>b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.</p>	<p>2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.</p> <p>Health:</p> <p>K.3 The student will explain the concept of being healthy. Key concepts/skills include</p> <p>a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);</p> <p>c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).</p> <p>1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include</p> <p>c) playground safety;</p> <p>h) bicycle, in-line skating, skateboard, scooter, and other self-propelled-vehicle safety;</p> <p>i) the need for protective gear</p>
<p>Equipment/ Resources</p>	<ul style="list-style-type: none"> Five for Life Basic Curriculum (Fourth Edition, Basic Book) 	<ul style="list-style-type: none"> Sound System 	<ul style="list-style-type: none"> Field Day Equipment Bike Trailer 	
<p>Notes:</p>			<p>*=Motor Skills 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</i></p>	

			<p><i>essential question(s) listed above in this section.</i></p>	
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