

STUDENT LEARNING GOALS

- Combine fundamental skills into more complex movement forms
- Develop ability to cooperate and compete in small-group games
- Emphasize developing skills and tactical understanding
- Use feedback to initiate and maintain practice to improve skill performance
- Assess health-related fitness status
- Set reasonable and appropriate goals for development, maintenance, and improvement
- Problem solve and make responsible decisions when working together
- Exhibit physically active lifestyle at school and outside school environment

WEB LINKS: www.primusweb.com/fitnesspartner www.kidsrunning.com
www.novaonline.org www.cdc.gov/safeusa/index.htm
www.brainpop.com/health/growthanddevelopment/fitness/index.weml

SKILLED MOVEMENT

- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play
- Demonstrate putting complex movement sequences to a rhythm
- Demonstrate skill in a variety of individual and team activities representative of different countries

PERSONAL FITNESS

- Use measurement and assessment data to develop goals for improvement in at least two fitness components
- Describe and apply basic principles of training and their relationship to implementing safe and progressive personal fitness programs

MOVEMENT PRINCIPLES AND CONCEPTS

- Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed and pathways
- Use feedback, including available technology, to improve skill performance
- Initiate skill practice to improve movement performance, and apply principles of learning
- Understand and apply basic offensive and defensive tactics in noncomplex, modified activities

RESPONSIBLE BEHAVIORS

- Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings
- Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill
- Follow rules and safety procedures
- Use practice time to improve performance

PHYSICALLY ACTIVE LIFESTYLE

- Identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity

GRADE SIX

Wellness is easier than you think:

- Washing and waxing a car for 45-60 minutes
- Washing windows floors for 45-60 minutes
- Playing volleyball for 45 minutes
- Playing touch football for 30-45 minutes
- Gardening for 30-45 minutes
- Wheeling self in wheelchair for 30-40 minutes
- Walking 1 3/4 miles in 35 minutes (20 min/mile)
- Basketball (shooting baskets) for 30 minutes
- Bicycling 5 miles in 30 minutes
- Dancing fast (social) for 30 minutes
- Pushing a stroller 1 1/2 miles in 30 minutes
- Raking leaves for 30 minutes
- Water aerobics for 30 minutes
- Swimming laps for 20 minutes
- Wheelchair basketball for 20 minutes
- Basketball game for 15-20 minutes
- Jumping rope for 15 minutes
- Jogging 1 1/2 miles in 15 minutes (10 min/mile)
- Shoveling snow for 15 minutes
- Stair walking for 15 minutes

Surgeon General's Report on Physical Activity and Health

Career Preparation

Careers related to physical education include:

- | | |
|---|--|
| <ul style="list-style-type: none"> Sports Management Sport Facilities Management Athletic Administration Exercise Physiology Athletic Care and Training Recreation Sports Medicine Physical Therapy Coaching Professional Athlete | <ul style="list-style-type: none"> Public health Health teacher Physical Education teacher Dance teacher Professional Dancer HPE Administration Sports and Mass Media, sports-caster, sportswriter, sports promoter, sports films Sports Officiating |
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Enrichment Activities

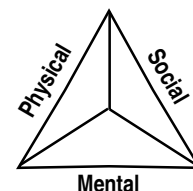
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| <ul style="list-style-type: none"> Tournament play Intramural activities Medford League play Student-Faculty games Field Day Field Trips to bowling, golf, fitness centers, skating, sports parks. | <ul style="list-style-type: none"> Conditioning clubs Interscholastic Sports - players, managers, trainers Dance groups Step teams Cheerleading |
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Wellness-related physical fitness

Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Wellness-related physical fitness activities are part of each day's lesson in physical education and are designed to help students develop regular activity habits through enjoyable fitness experiences.

Students will learn about a variety of activities that will help them maintain a level of fitness within the "Wellness Zone" for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms.



Wellness-related physical fitness norms

Wellness-related physical fitness assessment

Virginia Wellness-Related Physical Fitness Assessments include:

Upper Body Strength - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities.

Abdominal Strength - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts.

Flexibility - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching.

Aerobic Capacity - measured by the One-Mile Run/Walk or Pacer Test. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling and aerobics.

	Age	Abdominal Strength Curl-ups	Upper Body Strength Pull-ups or Flexed arm hang	Flexibility Sit & Reach or V Sit & Reach	Aerobic Capacity Mile
Girl's Wellness Zone	11	29-40	1-2 6-12	26 – 33 1.5 – 6.0	12:00-9:00
	12	31-43	1-2 7-12	27 – 35 2.0 – 6.0	12:00-9:00
	13	33-44	1-2 8-12	27 – 37 2.0 – 6.0	11:30-9:00
Boy's Wellness Zone	11	34-45	1-3 6-13	23 – 30 1.0 – 4.0	11:00-8:30
	12	37-48	1-3 6-13	23 – 30 1.0 – 3.0	10:30-8:00
	13	39- 51	1-4 12-17	23 – 32 .5 – 3.0	10:00-7:30

The lower end of each wellness-related fitness zone represents a health-related, disease prevention level of physical fitness. The upper end of each zone represents an athletic performance related level of physical fitness.