AMHERST COUNTY PUBLIC SCHOOLS
Elementary Kindergarten-5th Grade
PHYSICAL EDUCATION CURRICULM MAPPING/PACING GUIDE

Kindergarten			
9 weeks	**SOL**	**Suggested Resource**	**Assessment Methods**
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** K.1 The student will demonstrate progress toward the mature form of selected locomotor, non- locomotor, and manipulative skills to understand the various ways the body can move. a) Demonstrate and differentiate between walking, running, hopping, galloping, and jumping. b) Demonstrate bending, pushing, pulling, turning, and balancing on one foot. c) Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand. d) Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking. e) Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns. f) Demonstrate moving forward, sideways, and in side-to-side directions. g) Demonstrate moving at low, medium, and high levels. h) Demonstrate traveling in straight, curving, and zigzagging pathways. i) Demonstrate fast, slow, and moderate speeds. j) Demonstrate jumping over a stationary rope and a self-turn single jump. k) Demonstrate one roll (narrow or curled).	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	Anatomical Basis of Movement K.2 The student will identify basic structures of the body and basic spatial awareness concepts. a) Explain that the body has muscles and bones that help the body move. b) Identify that the heart as a special muscle that helps the body move. c) Explain that moving faster makes the heart beat faster. d) Demonstrate the concept of personal space. **Fitness Planning** K.3 The student will identify basic fitness concepts. a) Explain that physical activity helps the body grow. b) Identify activities that can be done at home to keep the body healthy. c) Identify physical activities that are done with family and with friends for fun. **Social Development** K.4 The student will use appropriate behaviors and safe practices in physical activity settings. a) Demonstrate cooperative and safe play. b) Demonstrate general and personal space. c) Identify three classroom (procedural) rules. **Energy Balance** K.5 The student will identify basic concepts of energy balance. a) Explain that food provides energy for movement. b) Identify one fruit and one vegetable. c) Explain that fruits and vegetables help the body keep moving.		

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First Grade			
9 weeks	**SOL**	**Suggested Resource**	**Assessment Methods**
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** 1.1 The student will demonstrate approaching mature form and 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 and distinguish between galloping, leaping, skipping, and sliding. b) Demonstrate non locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts. c) Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts). d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking, while moving. e) Demonstrate simple educational gymnastic skills, to include balancing at different levels, two different rolls (narrow or curled), moving in two different directions, and transfer of weight. f) Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space. g) Perform a teacher-led dance. h) Demonstrate forward, sideways, backwards (slow), and side-to-side directions. i) Demonstrate low, medium, and high levels. j) Demonstrate straight, curving, and zigzagging pathways.	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	k) Demonstrate fast, slow, and moderate speed movements. l) Demonstrate consecutive jumps (more than one) with a self-turn rope. m) Demonstrate consecutive jumps with a long rope (student-turn). **Anatomical Basis of Movement** 1.2 The student will identify basic anatomical structures and basic spatial awareness concepts. a) Identify where the brain is located. b) Explain that muscles attach to bones to help the body move. c) Describe how the heart and lungs work together to keep the body moving. d) Explain that the heart is a muscle that grows stronger with movement. e) Demonstrate appropriate use of personal and general space. **Fitness Planning** 1.3 The student will identify changes in the body that occur during moderate-to-vigorous physical activity. a) Identify activities to do at home to help the body move and grow. b) Identify one activity that increases heart and breathing rates to make the heart stronger. c) Describe and demonstrate activity at two or more intensity levels. **Social Development** 1.4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher. a) Work cooperatively, and demonstrate safe equipment use with peers. b) Demonstrate safety rules for activity. c) Demonstrate safe use of space. d) Identify classroom (procedural) rules.		

	Energy Balance 1.5 The student will identify basic nutrition concepts of energy balance. a) Name the food groups as identified by the U.S. Department of Agriculture (USDA). b) Name one food from each (USDA) food group. c) Explain that the body needs water. d) Explain that physical activity uses energy from foods.		

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Second Grade			
9 weeks	**SOL**	**Suggested Resource**	**Assessment Methods**
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling. b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight. c) Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances). d) Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide. e) Demonstrate and differentiate between jogging and running. f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control. g) Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn). h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	Anatomical Basis of Movement 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving. a) Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations. b) Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations. c) Explain that the brain sends a message to the body to move. d) Identify major muscles, to include quadriceps, biceps, abdominals, and heart. e) Explain that muscles tense to keep the body in a balanced position. f) Identify major bones, to include skull, ribs, and spine. g) Identify the major structures of the cardiorespiratory system (heart and lungs). **Fitness Planning** 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition. a) Describe muscular strength as important in lifting /moving heavy objects. b) Describe muscular endurance as important in moving throughout the day. c) Describe flexibility as important in moving in many directions. d) Describe cardiorespiratory endurance as important for maintaining a healthy heart. e) Describe body composition as the components that make up a person's body weight (percentages of fat,		

	bone, water, and muscle in the human body). f) Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). g) Identify opportunities to participate in regular physical activity outside of school. **Social Development** 2.4 The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings. a) Identify one activity that is enjoyed and done outside of physical education class. b) Identify one activity that is challenging and one way to improve the activity. c) Demonstrate cooperative skills, to include taking turns and sharing equipment. d) Demonstrate safe participation individually and with others. e) Identify two class safety rules. **Energy Balance** 2.5 The student will describe the energy intake components of energy balance and physical health and development. a) Explain that dairy is important for bone growth. b) Identify examples of healthy snacks. c) Identify different hydration choices. d) Explain that choosing nutritious foods and being physically active are components of being healthy.		

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Third Grade			
9 weeks	**SOL**	**Suggested Resource**	**Assessment Methods**
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities. a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height). b) Demonstrate a self-turn rope sequence of four different jumps. c) Demonstrate simple dances in various formations. d) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction. e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow. **Anatomical Basis of Movement** 3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles. a) Apply the concept of open space while moving. b) Identify major muscles, to include hamstrings and triceps. c) Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels. d) Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna. e) Name one activity and the muscles and bones that help	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	the body perform the activity. **Fitness Planning** 3.3 The student will describe the components and measures of health-related fitness. a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). b) Identify one measure for each component of health-related fitness. c) Demonstrate one activity for each component of health-related fitness. d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA). **Social Development** 3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings. a) Explain the importance of rules for activities. b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings. c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal. d) Implement teacher feedback to improve performance. e) Provide appropriate feedback to a classmate. f) Describe one group physical activity to participate in for enjoyment. **Energy Balance** 3.5 The student will describe energy balance. a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out). b) Identify one food per group to create a healthy meal that meets USDA guidelines. c) Identify healthy hydration choices and the amount of		

	water needed for the body to function, using the formula one ounce of water per two pounds of body weight. d) Identify the macronutrients (fat, protein, carbohydrates). e) Identify foods that are healthy sources of each macronutrient.		

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Fourth Grade			
9 weeks	**SOL**	**Suggested Resource**	**Assessment Methods**
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities. a) Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include overhand throw and catch with a partner while moving, overhand throw to a target for distance, dribbling and passing soccer ball with varying speed while moving, dribbling with non-dominant/non-preferred hand walking and dominant/preferred hand at various speeds, catching thrown objects, striking a ball-with short-handled and long-handled implement, and underhand volley/strike. b) Create and perform a partner dance sequence with an apparent beginning, middle, and end that integrates shapes, levels, pathways, and locomotor patterns. c) Create and perform a continuous educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer. d) Demonstrate the use of pacing, speed, and endurance in a variety of activities. e) Demonstrate the ability to self-pace in a cardiovascular endurance activity. f) Provide appropriate feedback to a peer to improve performance. g) Create and perform a jump-rope routine (self-turn or long rope).	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	Anatomical Basis of Movement 4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns. a) Identify and describe the major components of the cardiorespiratory system, to include heart, lungs, and blood vessels. b) Identify major muscle groups, to include deltoid and gluteal. c) Identify major components of the skeletal system, to include sternum, vertebrae, patella, and phalange. d) Locate radial and/or carotid pulse. e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement. f) Identify the concept of closing space during movement sequences. **Fitness Planning** 4.3 The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels. a) Describe the components of health-related fitness and list associated measurements (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition). b) Analyze baseline data from a standardized health-related criterion-referenced test (Virginia wellness-related criterion-referenced fitness standards, CDC guidelines). c) Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level. d) Identify activities that can be done at school and activities that can be done at home to meet fitness goals. e) Analyze post-fitness testing results, and reflect on goal progress/attainment.		

	Social Development 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities. a) Identify a group goal and the strategies needed for successful completion while working-productively and respectfully with others. b) Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements. c) Define *etiquette* and demonstrate appropriate etiquette and application of rules and procedures. d) Define *integrity* and describe the importance of integrity in a physical activity setting. **Energy Balance** 4.5 The student will explain the nutrition and activity components of energy balance. a) Identify the number of calories per gram of fat (9), protein (4), and carbohydrates (4). b) Explain the uses of salt and sugar and the harm of excessive salt and sugar intake. c) Describe how the body uses each macronutrient (fat, protein, carbohydrates). d) Calculate the calories per gram of macronutrients for a variety of foods. e) Explain the importance of hydration. f) Compare different hydration choices. g) Explain the role of moderate to vigorous physical activity (MVPA) for energy balance.	**Fifth Grade**	

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9 weeks	SOL	Suggested Resource	Assessment Methods
1st ,2nd ,3rd 4th NINE WEEKS	**Motor Skill Development** 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles. a) Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand and underhand throw and catch, execution to a target, hand dribble, foot dribble, consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving. b) Create and perform an educational gymnastic sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow. c) Create and perform individual or group rhythm/dance sequences including American and international dances and a jump-rope routine (self-turn or long rope). d) Demonstrate use of space in a variety of activities. e) Demonstrate accuracy in a variety of activities. f) Demonstrate use of force in a variety of activities. g) Apply concepts of direction and force to strike an object with purpose and accuracy. **Anatomical Basis of Movement** 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities. a) Identify components of major body systems, to include cardiorespiratory, vascular, muscular, and skeletal. b) Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements such as a ball strike, overhand throw, or volley. c) Describe concepts of direction and force used to strike an object with purpose and accuracy.	• Physical Education Standards of Learning 2015 • **<u>Suggested Activities</u>** • Cooperative games • Rhythmic Movement • Skilled Movement Practices • Team Sports • Jump Rope	• Teacher observation • Student demonstration • Quick practice • Class participation • FitnessGram • Games

	Fitness Planning 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness. a) Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data. b) Compare and analyze fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines) to assess levels of personal fitness and identify strengths and weaknesses. c) Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment. d) Explain the FITT (frequency, intensity, time, and type) principle. e) Calculate resting heart rate and calculate heart rate during a variety of activities. f) Explain the relationship between heart rate and cardiorespiratory fitness. **Social Development** 5.4 The student will participate in establishing and maintaining a safe environment for physical activities. a) Create and implement rules and consequences for one or more activities. b) Create and implement safety rules for at least one activity. c) Create and implement etiquette for one activity. d) Explain the importance of inclusion in physical activity settings. e) Describe and demonstrate respectful behavior in physical activity settings.		

	Energy Balance 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance. a) Explain RDA (Recommended Dietary Allowance). b) Explain that there are different RDA recommendations for children, teens, and adults. c) Explain the effect of portion size on RDA. d) Explain the purpose of vitamins and minerals. e) Evaluate components of food labels for a variety of foods, to include macronutrients, RDA, and portion size. Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity		