

Health/Physical Education and Wellness Curriculum Guide

Required (Full Credit):

- 5/6 Grade Physical Education and Wellness
- 7/8 Grade Physical Education and Wellness
- Upper School Physical Education and Wellness

Offered Electives (Half Credit):

- Co-ed Physical Education Class (10th grade and above)

Required (Half Credit):

- **Upper School Health Education (prefer to take in 9th grade)**

The Health/Physical Department provides opportunities for every student to receive instruction in a variety of sports and activities that will help develop overall fitness, particularly in the areas of strength, flexibility, and cardiovascular endurance. Fitness instruction follows a natural progression, beginning in grade five and continuing through the upper grades, based on the development of the body and the acquisition of skills. Each class begins with a ten- to fifteen-minute dynamic warmup. This warmup focuses on four different areas to improve functional performance in our students and allow them to get quicker and more explosive as they get older: 1. Decrease injury in movement, 2. Increase functional strength, 3. Increase overall joint stability and movement, and 4. Improve coordination.

While every student in grades fifth through eighth participates in daily physical activity in their Physical Education classes, it is in the ninth grade that they are exposed to comprehensive wellness within the academic curriculum with the Upper School Health and Wellness class.

Fifth and Sixth Grade Physical Education and Wellness Program

Students in fifth and sixth grades are divided into classes by gender and receive instruction in a variety of team and individual sports and activities. Students receive instruction in skills and rules of the sport or activity at the beginning of the unit, often culminating in a class-wide tournament. Current offerings include softball, tennis, volleyball, touch football, soccer, badminton, track and field, basketball, floor hockey, mat ball, kickball, pickleball, and table tennis. Additionally, the Presidential Physical

Fitness test is administered to students each year. Young children learn to enjoy physical activity, yet also learn that a certain level of personal commitment and work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness.

Seventh and Eighth Grade Physical Education and Wellness Program

Students in seventh and eighth grade are divided into classes by gender and receive instruction in a variety of team and individual sports and activities. Students receive instruction in skills and rules of the sport or activity at the beginning of the unit, often culminating in a class-wide tournament. Current offerings include softball, tennis, volleyball, soccer, badminton, track and field, basketball, floor hockey, mat ball, kickball, pickleball, and table tennis. Additionally, the Presidential Physical Fitness test is administered to students each year. In the middle school, adolescents identify the purposes for rules and procedures and become involved in decision-making processes to establish the rules and procedures to guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

Upper School Physical Education and Wellness Program

Students in the Upper School are divided into classes by gender and receive instruction in a variety of team and individual sports and activities. Students receive instruction in skills and rules of the sport or activity at the beginning of the unit, often culminating in a class-wide tournament. Current offerings include softball, tennis, volleyball, soccer, badminton, track and field, basketball, floor hockey, mat ball, kickball, pickleball, table tennis, flag football, and team handball. In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills). By graduation, the student develops a sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Upper School Health and Wellness Education

Students explore the importance of good health and how each student plays an active role in their individual health as well as the health of our society. The class places an emphasis on the combined exploration of social, psychological, and physical well-being. Students will learn the importance of proper nutrition. Every student will receive training in CPR and AED use during the first aid section. Students can be certified if pay the required fee and pass the skills and written test. Students will also discuss various topics such as substance abuse, addiction cycle, eating disorders, AIDS, and STD awareness. Students will be encouraged to live healthy and active lifestyles so they may be more productive as they develop into young men and women in society.

Co-ed Physical Education Class

This a team-taught class that provides an opportunity to exercise and release stress during the day. With no tests or outside classwork, the class is designed around members with guidance and supervision from teachers. The class will provide the students with sound criteria for decision making that will positively impact their own physical fitness.