Course Overview

K-4 | Health & Physical Education - *Last Updated on October 10, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Empowered, health-literate individuals, equipped with the knowledge and skills for lifelong physical activity and wellness, proactively balance physical, mental, social and emotional health needs.
- Leaders and active participants in health and wellness initiatives with a strong sense of ownership and responsibility for their health and that of their peers drive positive change within their communities, demonstrating commitment to collective well-being.
- Benefiting from partnerships with local health organizations and wellness professionals, learners cultivate informed, community-minded individuals who value collaboration and the importance of holistic health education for themselves and their families.
- In a school environment that models health and well-being through policies and daily practices—like offering healthy eating options and providing spaces for emotional support—physically literate learners prioritize their health and wellness through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. They become accustomed to integrating physical activity into their daily routines, setting the foundation for a balanced and healthy lifestyle.

Course Description

The Health and Physical Education classes will provide students with the knowledge and skills they need that will promote and enhance a healthy lifestyle. The course content is aligned with the Pennsylvania state standards.

Health Education

Health education classes will promote positive health practices while educating the students about their body systems. Topics that will be addressed include those related to personal hygiene, personal and community safety, and the body systems.

Kindergarten through Grade 2

Students will learn and build on skills in safety concepts and appropriate behaviors while waiting for and riding a school bus; how to stay safe during a fire and preventative measures to take; how to identify a 911 emergency and execute a phone call; about strangers and why they need to be careful while recognizing inappropriate interactions between a child and an adult; different types of germs and how to prevent the spread; types of teeth and how to properly care for them; food guides and groups; ways to stay safe while riding their bicycle; remaining safe while outdoors; ways to interact appropriately with their peers and request adult intervention during unresolvable conflict.

Grade 3

Students will learn the anatomy and function of their muscular system; different stages of growth and development; location, function, and parts of the circulatory system; location, function and parts of the respiratory system; location, function and parts of the digestive system; age appropriate substance use information; practice strategies that will prepare them to handle conflict situations in a safe and respectful way.

Grade 4
Students will build on prior grade level content and analyze nutritional concepts that impact health and be able to explain how health related information can impact their choices as a consumer; strategize ways to avoid or manage conflict/violence; appropriate emergency responses and basic first aid skills; and environmental factors that impact health.

Physical Education
Physical education classes will develop and refine both gross and fine motor skills that are age appropriate. Students will have an opportunity to enhance their cooperation, sharing, and sportsmanship skills. Students will engage in cooperative challenges, individual tasks, and sports oriented skills and games.

Kindergarten
Students focus on locomotor movement patterns that create displacement, how to use movement pathways to safely transport their bodies through open space, manipulative concepts and skills that are used in many sports and physical activities, social concepts and skills necessary for sport and physical activity, and ways to manipulate their bodies while in stationary position.

Grade 1
Students build on their current levels of achievement working towards mastery of locomotor skills; learn how to use different movement pathways to safely transport their bodies through open space; develop manipulative concepts and skills that are used in many sports and physical activities; learn social concepts and skills necessary for sport and physical activity; learn ways to manipulate their bodies while in a stationary position.

Grade 2
Students continue to build levels of achievement to master locomotor skills (skip, gallop); use movement pathways to avoid contact with others (dodge, fake, zig zag, change direction, freeze, etc); continue to develop manipulative skills (throwing, catching, rolling, kicking, etc); identify ways to handle frustration during competition and team building concepts; demonstrate non-locomotor movement patterns through movement (twist, bend, sway, turn, etc)

Grade 3
Students will use previously learned manipulative skills, cooperation and game theory to participate in skill building activities ultimately culminating in small-sided games. Students will continue to build social concepts while learning fitness skills and engage in physical activity that promotes personal health improvement.

Grade 4
Students will learn how to improve their fitness by engaging in physical activities designed to promote health improvements and identify areas of strengths and weaknesses. Students will develop skills to successfully partake on a team, building relationships, communication and strategies.

STANDARDS

Pennsylvania - Grade 3 - Health, Safety, and Physical Education

10.3.3.D 10.5.3.C 10.5.3.A 10.4.3.F 10.3.3.A 10.3.3.B 10.2.3.D 10.1.3.E

10.2.3.A 10.2.3.B 10.1.3.C 10.3.3.C 10.1.3.D 10.2.3.C 10.3 10.2 10.1

10 10.4 10.5 10.1.3.B 10.1.3.A 10.4.3.A 10.5.3.F 10.4.3.C 10.5.3.D

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10.1.6.C 10.2.6.B 10.2.6.D 10.3.6.C 10.3.6.A 10.3.6.B 10.2.6.E 10.3.6.D

10.4.6.A 10.4.6.F 10.5.6.F 10.5.6.A 10.5.6.C 10.4.6.C 10.4.6.B 10.5.6.D

COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Department of Education Standards for Health, Safety and Physical Education as outlined in the Scope and Sequence.

ASSESSMENT TYPES

Forms of Assessment to Measure Course Objectives:

- Formative
- Summative
- Performance-based

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction Health and Physical Education:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Demonstration
- Tactical approach
- Student-selected activity