



Mills Physical Education Department 2017-2018

Unit #1: Cooperation and Nutrition

In this unit, students will learn to work with others to get a job done. By using their cooperative skills, students will learn to solve conflicts in socially acceptable ways, work independently and stay on task. Students will participate in cooperative activities and games to practice their skills including fair play and distinguishing between compliance and noncompliance of rules and regulations. They will also learn to move in self-space and general space without bumping into others and objects. Students will learn that nutritious foods help to keep the heart healthy. “GO” foods are nutritious foods such as fruits, vegetables and whole grains that should be eaten every day. “WHOA” foods are less nutritious foods that are highly processed and contain added fats and sugar.

Unit #2: Throwing/Catching and Cardiovascular

In this unit, students will learn the basics of throwing and catching a ball. They will practice underhand rolling, underhand tossing, and overhand throwing and catching. They will additionally learn where their lungs are located and the effect of exercise on heart rate and respiration. Further, students will learn the effects of aerobic activity on the cardiovascular system.

Unit #3: Fitness

What does it mean to be physically fit? In this unit, students will learn the components of physical fitness and how physical activity increases fitness levels. Third, fourth and fifth grade students will participate in the state mandated fitness test, Fitnessgram.

Unit #4: Hand Dribbling and Tobacco Awareness

In this unit, students will learn how to bounce a ball with one hand continuously. They will learn how to dribble using either hand, moving in general space while avoiding others, along with passing skills. Additionally, students will learn that smoking and secondhand smoke have negative effects on physical performance and the lungs. Also, they will learn how smoking and secondhand smoke cause changes in the cardiorespiratory system.

Unit #5: Rhythms and the Skeletal System

In this unit, students will learn how to follow simple rhythm patterns including jumping a rope. In addition, they will learn the difference between the muscular system and the skeletal system. Furthermore, students will learn major bones of the body and identify problems associated with the skeletal system.

Unit #6: Gymnastics/Flexibility and Muscles

In this unit, students will learn to balance and roll their bodies safely. Additionally, they will learn major muscle groups and how to stretch them correctly to maintain flexibility.

Unit #7: Volleyball and Stress Management

In this unit, students will learn how to successfully volley a balloon or ball with their hands. They will also learn the negative effects of stress and a lack of sleep on the body. This unit is

scheduled to further include material on learning how physical activity will help to manage stress.

Unit #8: Striking and Muscular Strength and Endurance

Students will learn to strike a ball using various implements, such as paddles, bats, and tennis rackets. They will learn a variety of exercises designed to strengthen their muscles.

Unit #9: Foot Dribble and Safety

In this unit, students will learn how to dribble a soccer ball correctly while moving in general space. The unit further includes learning key steps to follow during an emergency, sun safety, as well as, pedestrian safety.

Fitnessgram Requirements:

The FITNESSGRAM physical fitness assessment will be administered each year to all AISD students in grades 3-12 who are enrolled in PE or a PE substitution. FITNESSGRAM assesses a student's health-related fitness such as aerobic capacity, muscular strength and endurance and flexibility. Body composition will be measured to determine if a student's body weight is healthy relative to their height. Fitnessgram tests results do not effect P.E. grades.

Fitnessgram Philosophy:

Health is available to everyone for a lifetime and it is personal. The FITNESSGRAM® software enables schools to access and monitor fitness levels of the student body. Six fitness tests from the FITNESSGRAM® battery were selected to assess three areas of physical fitness: body composition, aerobic capacity, muscular strength, endurance, and flexibility. You can access your child's diagnostic results in the Parent Cloud.

National PE Standards

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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Estándar 1: La persona físicamente alfabetizada demuestra competencia en una variedad de habilidades motoras y patrones de movimiento.

Estándar 2: La persona físicamente alfabetizada aplica el conocimiento de los conceptos, principios, estrategias y tácticas relacionadas con el movimiento y el rendimiento.

Estándar 3: La persona físicamente alfabetizada demuestra el conocimiento y las habilidades para lograr y mantener un nivel de actividad física para la mejora de la salud.

Estándar 4: La persona físicamente alfabetizada demuestra un comportamiento personal y social responsable que muestra respeto por sí misma y por los demás.

Estándar 5: La persona físicamente alfabetizada reconoce el valor de la actividad física para la salud, el disfrute, el desafío, la auto-expresión y/o la interacción social.

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