

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Physical Education

**Course Length:** Full Year

**Grade:** 4K-2nd

**Date Last Approved:** March 15, 2017; Reviewed Spring 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

In Kindergarten, students are introduced to basic locomotor and non-locomotor skills and concepts. Spatial awareness is also presented. Students are introduced to basic physical changes that occur as a result of physical activity. In addition, students learn to follow directions and interact positively with classmates, regardless of personal differences in a physical setting.

In first grade, the primary goal is for students to begin to master basic locomotor and non-locomotor skills and concepts. Spatial awareness will continue to develop. Students are introduced to more physical changes that occur as a result of physical activity. In addition, there is an increased emphasis in following directions and interacting appropriately with classmates regardless of difference in a physical setting.

In second grade, students demonstrate mastery of basic locomotor and non-locomotor skills while performing to changing conditions and expectations. Students progress towards mature form in complex manipulative skills, such as foot dribbling and throwing. They are able to sustain physical activity for longer periods of time and have a deeper understanding of the benefits of physical activity. Students work independently in small groups.

#### **Enduring Understanding(s):**

1. Fundamental movement skills and movement concepts need to be developed during childhood.
2. Physical activity is good for your health.
3. It is important to exhibit consideration and cooperation with classmates and teachers in physical education class.
4. It is important to improve all areas of fitness.

#### **Essential Question(s):**

1. What changes happen to my body when I am physically active?
2. What does consideration for and cooperation for classmates and teachers look like in physical education class?
3. What is the development of motor skills essential during childhood?
4. Why is physical activity important to my health?
5. Why is it important to improve all areas of fitness?

#### **Learning Targets:**

1. Develops, refines and applies fundamental motor patterns. (skill)
2. Demonstrates a cognitive understanding of a skill so as to improve performance. (skill)
3. Engages in many types of physical activities. (skill)
4. Develops knowledge, skills, and attitudes toward achieving physical fitness. (skill)
5. Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. (skill)
6. Participates in new movements and skills for enjoyment. (skill)

## Stage 2: Learning Plan

### I. Locomotor/non-locomotor Skills

- A. Types of Movement
  - a. Walking
  - b. Running
  - c. Galloping
  - d. Skipping
  - e. Sliding
  - f. Jumping
  - g. Leaping
  - h. Hopping
  
- B. Bending, Twisting, Stretching

**Standards:**Wisconsin Standards for Physical Education: #1, #2, #3, #6

**Learning Targets Addressed:**

Target 1 Target 2  
 Target 3 Target 4  
 Target 5 Target 6

**Key Resources:** Phy Ed Games Youtube Channel, OPEN PE--Online Physical Education Network, The PE Specialist, Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Skill	*Teacher Observation
Formative	Knowledge	*Identification of movements
Summative	Skill Product	*Skill Testing

### II. Ball Manipulation

- A. Rolling
- B. Tossing
- C. Throwing
- D. Catching
- E. Dribbling

**Standards:**Wisconsin Standards for Physical Education: #1, #2, #3, #5, #6

**Learning Targets Addressed:**

Target 1 Target 2  
 Target 3 Target 4  
 Target 5 Target 6

**Key Resources:** Phy Ed Games Youtube Channel, OPEN PE--Online Physical Education Network, The PE Specialist, Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Skill	*Teacher Observation
Formative	Knowledge	*Identification of Skill
Summative	Skill Product	*Skill Testing

### III. Striking

- A. With Implements
- B. Without Implements

**Standards:**Wisconsin Standards for Physical Education: #1, #2, #3, #5, #6

**Learning Targets Addressed:**

Target 1 Target 2  
 Target 3 Target 4  
 Target 5 Target 6

**Key Resources:** Phy Ed Games Youtube Channel, OPEN PE--Online Physical Education Network, The PE Specialist, Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Skill	*Teacher Observation
Formative	Knowledge	*Identification of Skill
Summative	Skill Product	*Skill Testing

**IV.Rhythms and Dance**

- A. Basic Rhythm
- B. Combining Movements

**Standards:**Wisconsin Standards for Physical Education: #1, #3, #5, #6

**Learning Targets Addressed:**

Target 1 Target 2  
 Target 3 Target 4  
 Target 5 Target 6

**Key Resources:** Phy Ed Games Youtube Channel, OPEN PE--Online Physical Education Network, The PE Specialist, Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Skill	*Teacher Observation
Formative	Knowledge	*Identification of movements
Summative	Product	*Movement Routine

**V. Fitness Concepts**

- A. Terminology

**Standards:**Wisconsin Standards for Physical Education: #2, #3,#4, #5, #6

- B. Fitness Activities
- C. Nutrition

**Learning Targets Addressed:**

Target 1 Target 2

Target 3 Target 4

Target 5 Target 6

**Key Resources:** Phy Ed Games Youtube Channel, OPEN PE--Online Physical Education Network, The PE Specialist, Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	*Identification of Concepts
Formative	Knowledge	*Relating concepts to activities
Summative	Reasoning	*Explain roles of fitness and nutrition