

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Physical Education

**Course Length:** Full Year

**Grade:** 3rd-5th

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

### Stage 1: Desired Results

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

In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group, regardless of personal differences.

In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/ or sports. The FITT principles are introduced. Students develop a deeper understanding of the four fitness components. Students continue to work successfully in a group, regardless of personal differences.

In fifth grade, students apply learned skills in dynamic and complex environments and begin to refine sport-specific skills. Basic game strategies are introduced. Students work without direct teacher supervision and help other students to be successful. Students develop a deeper understanding of the health benefits derived from regular participation in physical activity. They design a personalized fitness and nutrition program with the knowledge they have gained throughout elementary physical education classes.

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

1. Physical activity involves using motor skills and knowledge of movement concepts.
2. It is important to know how to improve the four components of physical fitness.
3. Motor Skills and movement concepts are used during physical activity, sports, and everyday activities throughout life.
4. Physical activity can vary by frequency, intensity, time, and type.
5. To be successful in game-like settings one must have mature motor skills specific to the sport and a knowledge of basic game strategies.

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

1. How do you improve for the four components of physical fitness?
2. Why is the development of motor skills and knowledge of movement concepts important to ensure safety and success in physical activity, sports, and everyday activities?
3. Why is it important to participate in a variety of activities that involve the four components of physical fitness?
4. How can individual differences enhance and contribute to group productivity?
5. Why is it necessary to develop specific sports skills to be successful in a game?
6. What basic strategies do I need to use to be successful in a game?
7. What does my personal fitness program need to look like to keep me healthy and physically fit for a lifetime?

#### **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. Fitness Concepts

- A. Definitions
- B. Cardiovascular Endurance
  - a. Pacer Test
- C. Muscular Strength and Endurance
  - a. Push ups
  - b. Pull ups
  - c. Flexed Arm Hang
  - d. Curl ups
- D. Flexibility
  - a. Sit and Reach
  - b. Trunk lift

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

**Learning Targets Addressed:**

Target 2  
Target 4

**Key Resources:** FitnessGram and Presidential Fitness and Teacher Created Resources

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	*Introduction of terms
Formative	Skill	*Perform Fitness test/activities and record scores *Word Recognition
Summative	Knowledge Product	*Review Scores and set goals

### II. Invasion Games

- A. Sports Specific Skills
- B. Team Concepts
- C. Understanding Rules and Etiquette
- D. Terminology

**Standards:** Wisconsin State 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	Knowledge Skill	*In Class Activities
Formative	Skill Knowledge	*Models Rules and etiquette *Word Recognition
Summative	Product Knowledge Reasoning	*Skill Testing *Application of Team Concepts

### III. Net Games

- A. Sport Specific Skills
- B. Game concepts
- C. Understanding Rules and Etiquette
- D. Terminology

**Standards:** Wisconsin State 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	Knowledge Skill	* In class activities
Formative	Knowledge Skill	*Models rules and etiquette *Word Recognition
Summative	Product Knowledge Reasoning	*Skill Testing *Application of game concepts

### IV. Target Games

- A. Sport Specific Skills
- B. Understanding Rules and Etiquette
- C. Terminology

**Standards:** Wisconsin State Standards for Physical Education: #1, #2, #6, #7

**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 Skill	*In class Activities
Formative	Knowledge Skill	*Models rules and etiquette *Word Recognition
Summative	Product Knowledge Reasoning	*Skill Testing

**V. Rhythm Activities**

- A. Individual and Partner Movements
- B. Movement Patterns
- C. Terminology
- D. Creation of a Performance

**Standards:** Wisconsin State 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	*In class routines and activities
Formative	Knowledge Skill	*Recognition of Terminology
Summative	Product Skill	*Group/Individual Performance