

WGSD Curriculum – Locomotor Skills/Physical Education/Kindergarten

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A Kindergarten (HM-1A-K)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

4: In addition to score 3.0 performance, Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating some of the locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding with some or little help from the teacher.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as walk, run, leap, jump, jog, slide, gallop, skip.
- performing processes such as: describing how to perform some of the locomotor skills.

1: Student demonstrates limited understanding or skill with the learning goal by: completing the movements using incorrect form even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/Kindergarten

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Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A First grade (HM-1A-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating all of the locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding using correct form and while changing levels, directions, and speed.
- 2: Student demonstrates he/she is nearing proficiency by: demonstrating correct form in at least 5 of the locomotor skills.
- recognizing and recalling specific vocabulary such as walk, run, leap, jump, jog, slide, gallop, skip, changing directions, levels, and speed.
 - performing processes such as: recalling the proper steps needed to complete each locomotor skill.
- 1: Student demonstrates limited understanding or skill with the learning goal by: completing the movements using incorrect form while changing levels, directions, or speed even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

DRAFT 3

Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Locomotor Skills/Physical Education/Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A Second Grade (HM-1A-2)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating correct form in all locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding in a low-organized game.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as movement skills, locomotor skills, patterns, levels, directions, pathways.
- Performing processes such as: demonstrating correct form in all locomotor skills in a non-game setting

1: Student demonstrates limited understanding or skill with the learning goal by: performing the locomotor movement using incorrect form individually or in a game setting even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/Second Grade

DRAFT 3

Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Physical Activity and Lifetime Wellness 3A Kindergarten- First Grade (PA3AK-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- using and manipulating rhythmic equipment.
- following the proper steps to complete a rhythmic activity.
- performing a teacher led dance.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, personal space, self control.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Second Grade- Third Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

Standard 1: demonstrates competency in a variety of motor skills and movement patterns.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principals of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • creating a rhythmic pattern using fundamental manipulative skills. • demonstrating basic rhythmic skills to music. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as beat, rhythm, self control, personal space. • performing processes such as: <ul style="list-style-type: none"> ○ describing how to perform basic rhythmic skills. ○ performing a rhythmic pattern without staying with the beat. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Second Grade- Third Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Fourth Grade-Fifth Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- creating simple rhythmic routines using fundamental skills individually or with others.
- demonstrating basic rhythmic skills in sequence with the music.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, rhythm, coordination.
- performing processes such as: describing how to perform basic rhythmic skills individually or with others.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Fourth Grade-Fifth Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C First Grade (HM-1C-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to describe basic principals of a healthy lifestyle.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • associating a fast heartbeat, heavy breathing, and perspiration with exercise. • recognizing healthy and unhealthy choices. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as heartbeat, exercise, healthy choices. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade
DRAFT 3

Learning Targets

Healthy food choices
Unhealthy food choices
Exercises

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to describe basic principals of a healthy lifestyle.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- understanding how the circulatory and respiratory systems relate to physical activity.
- understanding the benefits of fitness testing and goal setting.
- demonstrating an understanding of Choose My Plate and a healthy life style choices.

2: Student demonstrates he/she is nearing proficiency by: recognizing and recalling specific vocabulary, specific to Choose My Plate, the circulatory system, the respiratory system, and fitness.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
DRAFT 3

Learning Targets

Choose My Plate

Nutrition

Exercise

Fitness Concepts

Warm up

Cool down

WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating gross motor skills while manipulating equipment.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
- performing processes such as: recalling the proper steps needed to complete a specific skill correctly.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade

DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Manipulative Skills/Physical Education/Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

- 4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating gross manipulative skills using equipment the direction of a partner or target.
- 2: Student demonstrates he/she is nearing proficiency by:
- recognizing and recalling specific vocabulary specific to the manipulative skill.
 - performing processes such as:
 - recalling the proper steps needed to complete a specific manipulative skill.
 - demonstrating gross and fine manipulative skills without accuracy.
- 1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Second Grade

DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C Fourth Grade (HM1C4)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- applying gross manipulative skills using equipment during games and activities.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
 - recalling the proper steps needed to complete a specific manipulative skill.
 - demonstrating locomotor and non locomotor manipulative skills without consistency.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade
DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First Grade- Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1F kindergarten and first grade (HM1-F-K-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating cooperation when working in small groups or with a partner to accomplish an objective.
- taking turns with teammates or partners.
- valuing and encouraging teammates and opponents.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as share, take turns, kind words, fairness, honesty, good sportsmanship.
- performing processes such as:
 - recalling how to treat others when working in a group or with a partner.
 - recognizing supportive words and actions .

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First Grade- Second Grade

DRAFT 3

	1: Student demonstrates limited understanding or skill with the learning goal.
<p style="text-align: center;"><u>Learning Targets</u></p> <p>Small sided games</p> <p>Tag games</p> <p>Low organized games</p> <p>Team building activities</p>	

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • using supportive words and actions during games and activities. • communicating with teammates to accomplish an objective during games and activities. • accepting individual skill differences. • demonstrating good sportsmanship through being a “good winner” and a “good loser”. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as sportsmanship, teamwork, supportive, communicate. • performing processes such as: describing what cooperation, teamwork and sportsmanship look like during a game setting. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

DRAFT 3

Learning Targets

Small sided games

Tag games

Low organized games

Team building activities

Lead up games

Sport specific skills