

K-2nd Grade Physical Education Curriculum

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Course Information

K-2 Physical Education

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	Academic School Year
GRADE LEVEL	DATE LAST REVIEWED
K-2	2016
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	

Desired Results

COURSE DESCRIPTION

Students will participate in fitness activities, increase awareness of the health benefits of physical activity, develop body-space awareness (running, dodging while interacting with others), perform combinations of motor patterns (leaping, dancing), practice developmentally appropriate ball skills, develop balance and jumping skills (rope jumping, balance beam), use music to gain coordination and an appreciation of dance, develop an understanding of teamwork, demonstrate equipment and personal safety. All students will be physically educated and will acquire motor skills to perform a variety of physical activities, physical fitness knowledge, and intrinsic motivation to pursue a healthy and active lifestyle in an increasingly changing society.

ENDURING UNDERSTANDINGS

Proficient movement skills provide competency in all physical activities.

There are necessary psychological and physical skills that will help support continued lifetime physical fitness.

Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.

Demonstrating responsible and respectful behavior promotes positive personal and social success.

Everyone benefits from collaboratively working towards improved health and wellness

Physical activity promotes social, emotional, and physical well being of self and the community.

ESSENTIAL QUESTIONS

How will practicing skills improve my physical performance?

Why should I be physically active?

How will physical activity make me a healthy person?

How does participating in a variety of physical activities keep me healthy?

Why is it important to be respectful of others and our differences?

How will physical activity help me emotionally and socially?

Physical Education Standards by Unit	Motor Skills and Movement Patterns	Cooperatives	Fitness Development
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.			
Locomotor Skills (<i>Learning Priorities E1-E3</i>)	x		
Non Locomotor Skills (stability) (<i>Learning Priorities E5-E7</i>)	x		
Manipulative Skills (<i>Learning Priorities E10-E21</i>)	x	x	
Jumping Rope (<i>Learning Priority E22</i>)	x		
Outdoor Pursuits/Adventure Activities (<i>Learning Priority E23</i>)	x	x	
Standard 2: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Movement Concepts (<i>Learning Priorities E1-E3</i>)	x	x	
Standard 3: Students will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.			
Physical Activity Knowledge (<i>Learning Priorities E1</i>)			x
Fitness Knowledge (<i>Learning Priorities E2-E4</i>)			x
Knowledge Application (<i>Learning Priority E7</i>)			x
Assessment and Program Planning (<i>Learning Priority E8</i>)			x
Nutrition (<i>Learning Priority E9</i>)			x
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.			
Safety (<i>Learning Priority E1</i>)	x	x	x
Social Awareness (<i>Learning Priorities E2-E3</i>)	x	x	x
Self-Management (<i>Learning Priority E4</i>)	x	x	x
Relationship Skills (<i>Learning Priorities E5-E6</i>)	x	x	x
Decision Making (<i>Learning Priority E7</i>)	x	x	x
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			
Health and Well-being (<i>Learning Priority E1</i>)			x
Self-Awareness and Self-Management (<i>Learning Priority E2</i>)	x	x	x
Self-Expression, Social Interaction, and Enjoyment (<i>Learning Priority E3</i>)	x	x	x

Unit 1: Motor Skills and Movement Patterns

UNIT TOPICS: *In this unit, students will engage in activities that focus on...*

Body Management - Locomotor Skills

Students focus on recognizing and staying within the physical boundaries as well as identifying their own personal space of the activity area. Students are involved in a variety of activities that include sport specific activities and tag games. (run, hop, leap, slide, gallop, skip, jump and land)

Manipulative Skills

Students engage and apply the key elements of developmentally appropriate skills with overhand throwing, underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot), and volleying.

Sport Lead up Games

Students engage in sport specific games and activities that support body and spatial awareness during play. Students are involved in a variety of activities. These may include tag games, group challenges or lead ups to activities.

Chasing and Fleeing

Students will focus on developing into proficient movers who can utilize the strategies of readiness, balance, and positioning while applying space awareness concepts. Students will be engaged in a wide variety of activities that focus on chasing and fleeing. This may include different forms of tag games and sport specific activities.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

→ How will practicing skills improve my physical performance?

- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.	Locomotor Skills	Learning Priority	K	1st	2nd
		PE.S1.E1 Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip	PE.S1.E1.K Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance.	PE.S1.E1.1 Hop, gallop, jog, and slide using a mature pattern.	PE.S1.E1.2 A. Skip using a mature pattern. B. Run with a mature pattern.
		PE.S1.E2 Locomotor: Jumping and Landing (horizontal and vertical planes)	PE.S1.E2.K Perform jumping and landing actions with balance.	PE.S1.E2.1 Demonstrate two of the five critical elements in both jumping for distance and for height using two foot takeoffs and landings.	PE.S1.E2.2 Demonstrate four of the five critical elements for jumping and landing using a variety of one and two-foot take-offs and landings.
		PE.S1.E3 Locomotor: Dance/ Rhythmic Activities	PE.S1.E3.K Perform locomotor skills in response to teacher-led creative dance.	PE.S1.E3.1 Combine locomotor and non-locomotor skills in a teacher designed dance.	PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.
	Non Locomotor Skills	PE.S1.E5 Nonlocomotor (stability): Weight Transfer and Rolling Actions	PE.S1.E5.K Roll sideways in a narrow body shape..	PE.S1.E5.1 Roll with either a narrow or curled body shape	PE.S1.E5.2 A. Transfer weight from one body part to another in self-space, dance, and gymnastics. B. Roll in different directions with either a narrow or curled body shape.

		PE.S1.E6 Nonlocomotor (stability): Balance	PE.S1.E6.K A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes.	PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes.	PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. B. Balance in an inverted position with stillness and a supportive base.
		PE.S1.E7 Nonlocomotor (stability): Curling and Stretching; Twisting and Bending	PE.S1.E7.K Contrast the actions of curling and stretching.	PE.S1.E7.1 Demonstrate twisting, curling, bending, and stretching actions.	PE.S1.E7.2 Differentiate among twisting, curling, bending, and stretching actions.
		PE.S1.E8 Nonlocomotor (stability): Combinations			PE.S1.E8.2 Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence).
	Manipulative Skills	PE.S1.E10 Manipulative: Underhand Throw; Underhand Roll	PE.S1.E10.K Roll or throw underhand with opposite foot forward.	PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.
		PE.S1.E11 Manipulative: Overhand Throw; Backhand Throw (disc)			PE.S1.E11.2 A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E13 Manipulative: Catching	PE.S1.E13.K A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower.	PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects self-tossed or	PE.S1.E13.2 Catch a self tossed or well thrown large object with hands, not trapping or cradling against the body,

				tossed by a skilled thrower, demonstrating two of the five critical elements.	
		PE.S1.E14 Manipulative: Dribbling (with hands)	PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.	PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E14.2 A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.
		PE.S1.E15 Manipulative: Kicking	PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.	PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E16 Manipulative: Dribbling (with feet)	PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.	PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.	PE.S1.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E18 Manipulative: Volley Underhand	PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.	PE.S1.E18.1 A. Volley an object upward with consecutive hits. B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E20 Manipulative Striking with Shorthanded Implement	PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.	PE.S1.E20.1 Strike an object with a short handled implement, sending it upward.	PE.S1.E20.2 A. Strike an object upward with a short handled implement, using consecutive hits.

					B. Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern.
		PE.S1.E21 Manipulative Striking with Long-handled Implement			PE.S1.E21.2 Strike a stationary object, using correct grip, side orientation, and proper body orientation.
	Jumping Rope	PE.S1.E22 Jumping Rope	PE.S1.E22.K A. Execute a single jump with a self turned rope. B. Jump a long rope with teacher assisted turning.	PE.S1.E22.1 A. Jump forward or backward consecutively using a self turned rope. B. Jump a long rope up to five times consecutively with teacher assisted turning.	PE.S1.E22.2 A. Jump a self turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student assisted turning.
	Outdoor Pursuits/ Adventure Activities	PE.S1.E23 Outdoor Pursuits/ Adventure Activities		PE.S1.E23.1 Identify at least two basic skills needed to perform teacher-directed activity.	PE.S1.E23.2 Demonstrate at least two critical skills needed to perform teacher directed activity.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 2: The student will apply knowledge of concepts, principles,	Movement Concepts	Learning Priority	K	1st	2nd
		PE.S2.E1 Movement Concepts: Space	PE.S2.E1.K A. Differentiate between movement in personal (self space) and general space.	PE.S2.E1.1 Move in self-space and general space in response to	PE.S2.E1.2 Combine locomotor skills in general space to a rhythm.

strategies and tactics related to movement and performance.			B. Move in personal space to a rhythm.	designated beats or rhythms.	
		PE.S2.E2 Movement Concepts: Pathways, Shapes, and Levels	PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).	PE.S2.E2.1 A. Travel demonstrating low, middle and high levels. B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).	PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.
		PE.S2.E3 Movement Concepts: Speed, Direction, and Force	PE.S2.E3.K Travel in general space at different speeds.	PE.S2.E3.1 A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.	PE.S2.E3.2 Vary time and force with gradual increases and decreases.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	Safety	Learning Priority	K	1st	2nd
		PE.S4.E1 Safety	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.
	Social Awareness	PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSEL C 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.
		PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities	PE.S4.E3.1 Identify similarities and differences	PE.S4.E3.2 Demonstrate respect of individual

			and differences with teacher guidance. (WSEL C 14)	between peers with minimal or no teacher guidance.	differences with teacher guidance.
	Self-Management	PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risk taking, and willingness to engage in new experiences with teacher guidance. (WSEL C 10)	PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance.
	Relationship Skills	PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSEL C 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.
		PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSEL C 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.
	Decision-Making	PE.S4.E7 Decision-making	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSEL C 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSEL C 20)
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 5: The student will recognize the value of physical	Self- awareness & Self- Management	PE.S5.E2 Self-awareness and Self-management:	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of	PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success	PE.S5.E2.2 Persist toward reaching a goal despite setbacks with teacher guidance.

Unit 2: Cooperatives

UNIT TOPICS: *In this unit, students will engage in activities that focus on...*

Cooperative Games and Challenges

Students focus on building relationships, enhancing communication skills, developing leadership qualities and expressing encouragement to others while participating in group physical activities. Students will participate in a variety of cooperative games and challenges.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.	Manipulative Skills	PE.S1.E10 Manipulative: Underhand Throw; Underhand Roll	PE.S1.E10.K Roll or throw underhand with opposite foot forward.	PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.
		PE.S1.E11 Manipulative: Overhand Throw; Backhand Throw (disc)			PE.S1.E11.2 A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E13 Manipulative: Catching	PE.S1.E13.K A. Drop an object and catch it before it bounces twice.	PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating	PE.S1.E13.2 Catch a self tossed or well thrown large object with hands, not

			B. Catch a large object tossed by a skilled thrower.	two of the five critical elements. B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	trapping or cradling against the body,
		PE.S1.E14 Manipulative: Dribbling (with hands)	PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.	PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E14.2 A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.
		PE.S1.E15 Manipulative: Kicking	PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.	PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E16 Manipulative: Dribbling (with feet)	PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.	PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.	PE.S1.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.
		PE.S1.E18 Manipulative: Volley Underhand Cooperative Games Individual/Partner skill work Stations Lead up activities	PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.	PE.S1.E18.1 A. Volley an object upward with consecutive hits. B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.

		PE.S1.E20 Manipulative Striking with Shorthanded Implement	PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.	PE.S1.E20.1 Strike an object with a short handled implement, sending it upward.	PE.S1.E20.2 A. Strike an object upward with a short handled implement, using consecutive hits. B. Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern.
		PE.S1.E21 Manipulative Striking with Long-handled Implement			PE.S1.E21.2 Strike a stationary object, using correct grip, side orientation, and proper body orientation.
	Outdoor Pursuits/ Adventure Activities	PE.S1.E23 Outdoor Pursuits/ Adventure Activities		PE.S1.E23.1 Identify at least two basic skills needed to perform teacher-directed activity.	PE.S1.E23.2 Demonstrate at least two critical skills needed to perform teacher directed activity.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	Movement Concepts	Learning Priority	K	1st	2nd
		PE.S2.E1 Movement Concepts: Space	PE.S2.E1.K A. Differentiate between movement in personal (self space) and general space. B. Move in personal space to a rhythm.	PE.S2.E1.1 Move in self-space and general space in response to designated beats or rhythms.	PE.S2.E1.2 Combine locomotor skills in general space to a rhythm.
		PE.S2.E2	PE.S2.E2.K Travel in three different pathways (e.g.,	PE.S2.E2.1 A. Travel demonstrating low, middle and high levels.	PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel,

		Movement Concepts: Pathways, Shapes, and Levels	straight line, curved line, and zigzag).	B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).	dance and gymnastics sequences.
		PE.S2.E3 Movement Concepts: Speed, Direction, and Force	PE.S2.E3.K Travel in general space at different speeds.	PE.S2.E3.1 A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.	PE.S2.E3.2 Vary time and force with gradual increases and decreases.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	Safety	Learning Priority	K	1st	2nd
		PE.S4.E1 Safety	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.
	Social Awareness	PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSELC 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.
		PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSELC 14)	PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.	PE.S4.E3.2 Demonstrate respect of individual differences with teacher guidance.
	Self- Management				

		PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risk taking, and willingness to engage in new experiences with teacher guidance. (WSEL C 10)	PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance.
	Relationship Skills	PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSEL C 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.
		PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSEL C 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.
	Decision-Making	PE.S4.E7 Decision-making	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSEL C 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSEL C 20)
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge,	Self-awareness & Self-Management	PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (WSEL C 11)	PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success	PE.S5.E2.2 Persist toward reaching a goal despite setbacks with teacher guidance.
	Self-expression, Social				

self-expression , and social interaction.	Interaction, & Enjoyment	PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.K Identify physical activities that are enjoyable with or without others.	PE.S5.E3.1 A. Describe positive feelings that result from participating in physical activities with self or with friends. B. Discuss personal reasons (i.e., the “why”) for enjoying physical activities.	PE.S5.E3.2 Identify physical activities that provide self expression (e.g., dance, gymnastics routines, practice tasks in game environments).
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ASSESSMENT EVIDENCE

Performance-Based Task Description(s):

- Leadup Game Rules and Skills Established - students adhere to these (apply skills)
- Demonstrates spacial awareness while participating
- Demonstrates agility with a variety of teacher directed partnerships

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
- [Example Rubric](#)
 - ◆ [Kindergarten Rubric | Standards & Indicators](#)
 - ◆ [First Grade Rubric | Standards & Indicators](#)
 - ◆ [Second Grade Rubric | Standards & Indicators](#)

Key Assessment Strategies to Inform Feedback & Instruction:

- Coaching students during activity (whole group, small group, individual) - sportsmanship, respect for differences, team work
- Feedback targeted to how student is working with a variety of peers, focusing on the goal of the lesson (example: parachute - all kids have to work collaboratively)
- Self-reflection (What did you bring to the team, what might you do differently - thumbs up/down on how you rate yourself today)
- Positive reinforcement to application of feedback , redirection when application does not occur.

Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.

<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:
<i>Extensions</i>		

Unit 3: Fitness Development

UNIT TOPICS: *In this unit, students will engage in activities that focus on...*

Cardiovascular Endurance

Students will participate in a variety of moderate to vigorous activities that challenge them to improve their overall fitness.

Flexibility

Students will participate in a variety of exercises that measure the range of motion of the different joints in the body.

Muscular Strength

Students will participate in a variety of exercises that measure the ability of different muscles to exert force.

Muscular Endurance

Students will participate in a variety of exercises that measure the ability of different muscles to exert force for a sustained period of time.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 3: The student will demonstrate the knowledge and skills to achieve a	Physical Activity Knowledge	Learning Priority	K	1st	2nd
		PE.S3.E1 Physical Activity Knowledge	PE.S3.E1.K Identify active play opportunities in and out of school.	PE.S3.E1.1 Explain the importance of daily physical activity.	PE.S3.E1.2 Discuss the benefits of being active, playing, and exercising.

health-enhancing level of physical activity and fitness.	Fitness Knowledge	PE.S3.E2 Fitness Knowledge: Cardiorespiratory Endurance	PE.S3.E2.K A. Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster). B. Recognizing exercising the heart helps keep the body healthy.	PE.S3.E2.1 A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. B. Identify activities that build muscle and increase heart rate and lung capacity.	PE.S3.E2.2 A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. B. Identify where and how to find a pulse.
		PE.S3.E4 Fitness Knowledge: Flexibility	PE.S3.E4.K Identify the body part involved when stretching.	PE.S3.E4.1 A. Identify ways to stretch muscles in the upper and lower body. B. Explain why it is safer to stretch a warm muscle rather than a cold muscle.	PE.S3.E4.2 Identify basic stretches to improve flexibility.
	Knowledge Application	PE.S3.E7 Knowledge Application	PE.S3.E7.K Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity.	PE.S3.E7.1 Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility, muscular strength and endurance.	PE.S3.E7.2 A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, and muscular strength and endurance.
	Assessment & Program Planning	PE.S3.E8 Assessment and Program Planning			PE.S3.E8.2 Participate in health-related fitness components working toward building strength and competence using self-assessment and peer

					assessment skills during practice fitness activities.
	Nutrition	PE.S3.E9 Nutrition	PE.S3.E9.K Recognize that food provides energy for physical activity.	PE.S3.E9.1 Differentiate between healthy and unhealthy food.	PE.S3.E9.2 Recognize the balance of good nutrition and hydration with physical activity.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	Safety	Learning Priority	K	1st	2nd
		PE.S4.E1 Safety	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.
	Social Awareness	PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSELC 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.
		PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSELC 14)	PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.	PE.S4.E3.2 Demonstrate respect of individual differences with teacher guidance.
	Self-Management	PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risk taking, and willingness to engage in new	PE.S4.E4.1 Identify and apply steps and strategies	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal

			experiences with teacher guidance. (WSEL C 10)	to complete a simple goal with teacher guidance.	with minimal teacher guidance.
	Relationship Skills	PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSEL C 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.
		PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSEL C 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.
	Decision-Making	PE.S4.E7 Decision-making	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSEL C 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSEL C 20)
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression , and social interaction.	Health and Well-Being	Learning Priority	K	1st	2nd
		PE.S5.E1 Health and Well-being	PE.S5.E1.K Recognize that physical activity is important for overall health and well-being.	PE.S5.E1.1 Identify physical activity as a component of overall health and well-being.	PE.S5.E1.2 Identify different types of physical activity that positively impact overall health and well-being.
	Self-awareness & Self-Management	PE.S5.E2 Self-awareness and Self-management:	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and	PE.S5.E2.1 Recognize that attempting and repeating	PE.S5.E2.2 Persist toward reaching a goal despite

		Challenge and Growth Mindset	exploring a variety of experiences and activities. (WSEL C 11)	activities can lead to success	setbacks with teacher guidance.
	Self-expression, Social Interaction, & Enjoyment	PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.K Identify physical activities that are enjoyable with or without others.	PE.S5.E3.1 A. Describe positive feelings that result from participating in physical activities with self or with friends. B. Discuss personal reasons (i.e., the “why”) for enjoying physical activities.	PE.S5.E3.2 Identify physical activities that provide self expression (e.g., dance, gymnastics routines, practice tasks in game environments).

ASSESSMENT EVIDENCE

Performance-Based Task Description(s):

- Elmbrook Fitness Assessment (Modeled off of Cooper Institute FitnessGram)
- Engages in class activity as directed by teacher (even when not an area of student interest)
- Demonstrates spatial awareness while participating

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
- [Example Rubric](#)
 - ◆ [Kindergarten Rubric | Standards & Indicators](#)
 - ◆ [First Grade Rubric | Standards & Indicators](#)
 - ◆ [Second Grade Rubric | Standards & Indicators](#)

Key Assessment Strategies to inform Feedback & Instruction:

- Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills
- Feedback targeted to skill student is working toward (example: form during a pushup)
- Peer feedback (example: pacer is being done with form that does not interfere with the performance of others)
- Self-assessment, peer assessment (watch peer skip, provide feedback)
- Small group or individual skill work as needed
- Positive reinforcement to application of feedback, redirection when application does not occur.

Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net)	<input type="checkbox"/> Vary activities and assessment	<input type="checkbox"/> Vary the activity/exercise length of
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height, speed, size of ball, field game is played on).	methods.	time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

Extensions