School District of La Crosse

K-5 Physical Education Curriculum

Developed for Implementation in 2005-2006

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SCHOOL DISTRICT OF LA CROSSE

PHYSICAL EDUCATION

TEACHING GUIDE
K-5

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3. Serve
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   8. Defensive Skills and Strategies
   9. Safety, Rules, Social Behavior

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   3. Grip
   4. Serve
   5. Strokes
6. Safety, Rules, Social Behavior

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   9. Safety, Rules, Social Behavior

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   8. Safety, Rules, Social Behavior

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   8. Safety, Rules, Social Behavior

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   1. Fitness, Endurance, Strength, Flexibility
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   5. Equipment
   6. Safety, Rules, Social Behavior
B. Cross-Country Skiing
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   2. Balance
   3. Bilateral Coordination
   4. Agility: Control, Speed, Direction
   5. Equipment
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   7. Safety, Rules, Social Behavior
C. In-Line Skating
   1. Fitness, Endurance, Strength, Flexibility
   2. Balance
   3. Coordination
   4. Agility: Control, Speed, Direction
   5. Equipment
   6. Safety, Rules, Social Behavior
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   3. Survival Skills
   4. Spatial Awareness
   5. Equipment Usage
   6. Safety, Rules, Social Behavior
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   1. Fitness, Endurance, Strength, Flexibility
   2. Balance
   3. Coordination
   4. Agility: Control, Speed, Direction
   5. Equipment Usage
   6. Safety, Rules, Social Behavior
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   2. Balance
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   4. Agility: Control, Speed, Direction
   5. Spatial Awareness
   6. Equipment Usage
   7. Safety, Rules, Social Behavior

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Guiding Principles for Curriculum Development
School District of LaCrosse

Board of Education’s ENDS Policies
Adopted 2001

E-1 District Mission
Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their diverse communities.

E-2 Academic Achievement Goals
Students will demonstrate continuous improvement toward a high level of individual success in all required and elective academic/curricular areas using multiple measures of performance.

E-3 Involved Citizenship
Students will strive for mutual understanding as contributing citizens in a diverse world.

E-4 Responsible Life Choices
Students will acquire the knowledge and skills necessary to make effective and responsible life choices.

Wisconsin Academic Model Standards
All district curricula will be aligned to the Wisconsin Model Academic Standards available on the web at http://www.dpi.state.wi.us/dpi/standards/pdf/phyed.pdf

District Non-Discrimination Policy
It is the policy of the School District of La Crosse that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreation, or other program or activity because of the person’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13 Wis. Stats., and/or section 504 of the Rehabilitation Act of 1973.
SCHOOL DISTRICT OF LA CROSSE

PURPOSE AND USE OF THIS GUIDE

This physical education curriculum guide has been developed by teachers and administrators. It is a set of expectations approved by the Board of Education for content that is to be taught in the classrooms of the School District of La Crosse.

Teachers, supervisors, and administrators will be responsible for the implementation of the program contained in this guide. They will understand both the specific content of each course or grade level and the scope, sequence, and student outcomes as well as the state standards for the entire program. This guide will also serve as a basis for assessing the quality of the physical education program.

Adhering to this guide will insure continuity of instruction from course to course and grade to grade.

Revisions may be made on a yearly basis by the appropriate curriculum committee in response to identified needs.
SCHOOL DISTRICT OF LA CROSSE

PHYSICAL EDUCATION COMMITTEE
2004-2005

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SCHOOL DISTRICT OF LA CROSSE

Education Philosophy

The School District of La Crosse believes that its primary responsibility is to provide excellence in education for all children and to assure that each will be a successful student. The District will devote its energies and resources to achieve this goal within the means of the community. Our objective is to provide students with instruction in subjects which are necessary to develop skills for successful and productive lives and to stimulate the development of intellectual capabilities, emotional well-being, productive citizenship, and each individual’s potential.

Physical Education Mission Statement

Physical Education in the La Crosse School District is an integral part of the total educational program. The mission of the physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well-being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities.

Physical Education Broad Goals

The physical Education program will enable students to develop:
- Optimal level of physical fitness and wellness.
- Cognitive and affective skills related to physical activities.
- Appropriate levels of emotional maturity.
- Skills of positive social interaction.
- Positive alternatives for the use of leisure time.
- Desire to participate in lifetime recreational activities.
SCHOOL DISTRICT OF LA CROSSE
PHYSICAL EDUCATION

Definition
A physically educated person is one who:
- Has learned skills necessary to perform a variety of physical activities.
- Participates regularly in physical activity.
- Knows the implications of and the benefits from involvement in physical activities.
- Values physical activity and its contribution to a healthful lifestyle.

Importance
Physical education is an integral part of the total education of the child. A quality physical education program is needed to increase the physical competence, health-related fitness, self-esteem, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Knowing that physical activity promotes health is not enough. Students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles. Physical education teaches students how to add the habit of physical activity into their daily lives by aligned instruction with the Wisconsin State National Standards Education, and by providing content and learning experiences that develop the skills and desire to be active for life.

Value
Physical activity improves muscular strength and endurance, flexibility, cardiovascular endurance, and knowledge of body composition. Physical activity also serves as a vehicle that helps children establish self-esteem and strive for achievable personal goals. The Surgeon General’s Report, Physical Activity and Health (1996) concludes that regular moderate physical activity can substantially reduce the risk of developing or dying from heart disease, diabetes, colon cancer, and high blood pressure. In addition, the most recent Surgeon General’s Call to Action to Prevent and Decrease Overweight and Obesity 2001 suggests that schools should provide daily physical education for students Pre-K through 12. The American Heart Association (1995) recommends that all students age 5 and over should engage in at least 30 minutes of daily physical activity at a moderate intensity and vigorous physical activity for 30 minutes at least 3 days per week.
SCHOOL DISTRICT OF LA CROSSE
TITLE IX AND PHYSICAL EDUCATION

Title IX of the Educational Amendments of 1972 states that:

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The Physical Education Program of the La Crosse Public Schools is required to be in compliance with the above-stated law, as well as regulation 86.34 which specifies federal guidelines for access to physical education courses.

Schools may not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis.

This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performances developed and applied without regard to sex.

This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

Where the use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.
SCHOOL DISTRICT OF LA CROSSE
MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS

The School District of La Crosse, by policy and state mandate, will also meet the needs of students with special needs.

Modifications of curriculum for students with special needs will be developed upon special program guides or recommendations of program specialists who comprise the District’s Physical Education Curriculum Committee. Appropriate modifications will be developed at the Pre-Kindergarten, elementary, middle school, and high school levels. These modifications may be implemented at specific schools with the approval of the committee and principals.

ADAPTIVE PHYSICAL EDUCATION

Adaptive physical education services are also provided for children in the school district who have been identified as having motor, fitness, and/or coordination needs in combination with other exceptional educational needs. Other exceptional educational needs include such disabilities as mental retardation, hearing, speech, or visual impairment, emotional disturbances, orthopedic or other health impairments, or learning disabilities.

Adaptive physical education may be provided as a supplement to regular physical education class when only extra help is needed, or it may become the main source of physical education when the child can no longer successfully participate in a mainstreamed situation.

The goals of the adaptive physical education program are to develop physical fitness, fundamental motor skills, fundamental non-locomotor skills, and the ability to use them in group games and sports, and to develop skills in aquatics and dance. Services are provided until the student has improved his/her fitness and motor capabilities enough to successfully return to the regular physical education program.
SCHOOL DISTRICT OF LA CROSSE
AN OVERVIEW OF ELEMENTARY PHYSICAL EDUCATION

Elementary physical education shall be considered an integral part of the total education for each student.

As younger students grow and learn, their physical needs change, thus necessitating a broader range of activities through the elementary years.

The basis for kindergarten, first, and second grade programs generates from an emphasis upon muscular coordination and body control that results in the development of perceptual motor skills. Little importance is given to the competitive aspects of physical education activities during this period of time.

As students become older, various activity skills, team sports, lifetime sports, cooperative activities, and individualized fitness and exercise programs are introduced to the students.

In addition to the above-noted activities, other major objectives of the elementary program are the development of a positive self-image, creative expression, an understanding of basic human movement, and the importance of good sportsmanship and fair play.

Today’s emphasis upon wellness and physical fitness suggests that appropriate “warm up” activities be conducted at all grade levels at the beginning of each physical education class. The teacher should determine the nature of the activity and the time allotted to the activity.
Adventure Education

K-5
Physical Education: Kindergarten

Unit: Adventure Education

Time Line: 5 days

Unit Sub-Topics:
1. Body Awareness
2. Low Elements
3. Cooperative Games
4. Safety, Rules, Social Behavior

Wisconsin State Standards:
- D.4.4, E.4.3, F.4.1, F.4.2, F.4.3,
- F.4.4, F.4.5, G.4.2, G.4.3

Learner Outcomes:
- Perform fundamental motor skills through instruction and physical activity.
- Identify likes and dislikes connected with participation in physical activity.
- Travel using various locomotor skills, in a large group without bumping anyone or falling.
- Walk forward and sideways the length of a bench without falling.
- Travel in a forward and sideways direction and change direction in response to a signal.
- Place a variety of body parts in high, medium, and low levels.
- Make both large and small body shapes.
- Support their own body weight.
- Identify selected body parts, skills, and movement concepts.
- Know guidelines and behaviors for the safe use of equipment and apparatus.
- Form round, narrow, wide, and twisted body shapes alone and with a partner.
- Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, alongside, through)
- Engage in physical activity.
- Demonstrate safety while participating in physical activity.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate knowledge of cooperation, sharing, and consideration.
- Demonstrate self-discipline and responsibility while actively participating in class.

Instructional Strategies:
- See Appendix A
- Full Value Contract – be kind, be gentle, be safe
- Emphasize the affective domain
- Talk about the activities

Integration:
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B
- Body Awareness
  - Beach Ball Balance (partner stand with ball) – balance and different levels
  - Can You (movement skills) – body parts and body control
  - Coming and Going of the Rain (making a thunderstorm) – body parts and body control
  - Follow Me (follow the leader) – different levels, body parts and body control
  - I See (see students doing ________) – body parts and body control
  - Inside Outside Circles (moving through three hula hoops) – body parts and body control
  - Maple Syrup Pull Up (group stand up with 2, 3, or 4) – balance, different levels
  - Marshmallow River (walking on marshmallows through hot chocolate) – balance
  - Moving Without Touching (moving through small tight area) – body parts and body control
  - PB and J Stretch (seated stretches) – body parts and body control
  - People to People (finding partners) – different levels
  - Rolling Toes to Toesies (rolling/teambwork) – different levels, body parts and body control
  - Twizzle (walking and jumping) – body parts and body control
  - Under Where? (whole class under tarp) – body parts and body control
- Low Elements
  - Birthday Rope (line up) – body parts and body control
  - Wiggle Worm (jumping over low moving rope) – body parts and body control
  - Introductory Traverse Wall Activity (progression to idea of climbing) – body part and body control, different levels
  - Traverse Wall High Five Climb (high five hands on wall) – body parts and body control

Suggested Assessments:
See Appendix C.

Resources
- Adventure Play – Project Adventure, www.pa.org
- Everlast Climbing Industries, www.traversewall.com
- Affordable Portables
- Adventure Curriculum for Physical Education: Elementary School – Project Adventure www.pa.org
Physical Education: Grade 1

Unit: Adventure Education  Time Line: 5 days

Unit Sub-Topics:
1. Body Awareness
2. Low Elements
3. Cooperative Games
4. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Balance on a variety of body parts.
- Walk on a low balance beam using forward, backward, and sideways patterns.
- Jump and land safely and with control.
- Use different locomotor skills to move at different speeds, levels and directions while moving in general space.
- Move forward, backward, and sideways, changing directions safely.
- Move alone or with a partner, using various levels, shapes, and pathways.
- Identify rules and concepts of activities.
- Begin to show enjoyment while participating in physical activity.
- Demonstrate safety while participating in physical activity.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate knowledge of cooperation, sharing, and consideration.
- Demonstrate self-discipline and responsibility while actively participating in class.

Instructional Strategies:
- See Appendix A
- Full Value Contract – be kind, be gentle, be safe
- Emphasize the affective domain
- Talk about the activities

Integration:
The Grade 1 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Body Awareness
  - All Aboard (whole class on tarp) – different levels and balance
  - Bean Bag Games (balance/tag/bocce) – balance
  - Can You (movement skills) – body parts and body control
  - Dog Stretch (stretching like a dog) – body parts and body control
  - Follow Me (follow the leader) – different levels
- Hoop Buddies (pairs moving around room in hula hoop) – body parts and body control
- Hoop Tunnel (crawling through hoops) – different levels
- I See (like Simon Says) – body parts and body control
- Inside, Outside, Upside Down (hula hoop house) – body parts and body control
- Musical Pairs (changing partners) – body parts and body control
- Sticky Buddies (moving in pairs, connected with tape) – balance
- The Clock (stand and move circle with holding hands) – different levels and balance
- Trust Circle (crossing circle) – body parts and body control

- Low Elements
  - Animal Ropes (line up) – body parts and body control
  - High Five Climb with Feet (cut outs of foot prints on wall) – body parts and body control
  - Over the River (jumping across “river”) – different levels
  - Traverse Wall Lesson 2 (off the wall prep activities) – body control and different levels

**Suggested Assessments:**
- See Appendix C

**Resources:**
- Adventure Play – Project Adventure, [www.pa.org](http://www.pa.org)
- Affordable Portables
- Adventure Curriculum for Physical Education: Elementary School – Project Adventure, [www.pa.org](http://www.pa.org)
Physical Education: Grade 2

**Unit:** Adventure Education

**Time Line:** 5 Days

**Unit Sub-Topics:**
1. Low Elements
2. Horizontal
3. Stages of Adventure
4. Body Awareness
5. Traverse Wall
6. Cooperative Games
7. Safety, Rules, Social Behavior

**Wisconsin State Standards:**

**Learner Outcomes:**
- Demonstrate mature motor patterns in simple combinations.
- Demonstrate skills of chasing, fleeing, and dodging to avoid and catch others.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
- Move forward, backward, and sideways on a low balance beam.
- Identify elements leading to a successful movement phase.
- Applies movement concepts to a variety of skills.
- Feedback to improve movement phrase.
- Identify an enjoyable activity.
- Try new activities.
- Move safely in self-space and general space.
- Apply rules, procedures, and safe practices with little or no reinforcement.
- Participate in activities showing sportsmanship and fair play.
- Safely manage equipment in a group setting.
- Work cooperatively with another to complete an assigned task.

**Instructional Strategies:**
- See Appendix A
- Full Value Contract – be kind, be gentle, be safe
- Emphasize the affective domain
- Talk about the activities

**Integration:**
The Grade 2 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B
- Low Elements
  - Traverse Wall Lesson 3 (ball traverse) – coordination, balance
  - Traverse Wall Lesson 4 (isolation traverse) – coordination, balance
  - Traverse Wall Lesson 5 (backwards traverse) – coordination, balance
- Horizontal
  - Spotting (safety techniques) – safety
  - Follow Me (partner follow the leader) – different levels
  - Turnstile (partner jump rope) – coordination
  - Marshmallow River (group walk/cross) – coordination and diversity
  - Carpet Maze (find hidden pattern) – self-esteem
  - Sleeping Snakes (talk partner across “pit”) – safety
- Stages of Adventure
  - Name Games
    - Name Yell (student/group say their names) – self-esteem
    - Peek-A-Who (name game) – self-esteem
  - Initiatives
    - Full Body Stretch (stretching whole body) – coordination
    - Giants, Wizards, and Elves (tag name) – different levels
    - Crows and Cranes (tag game) – different levels
- Body Awareness
  - Trust Circle (movement and self space) – safety
  - Windmill and Popcorn Twist (partner stretching) – coordination
  - Frozen Beanbag (beanbag balance) – balance and coordination
  - Beach Ball Balance (partner balance) – balance
  - People to People (changing partners) – different levels and different tempos
  - Wham Sam Sam (song and actions) – different tempos and coordination
  - Rope Bus (diverse group walk) – diversity and coordination
- Climbing Wall
  - High School (if you have the time and resources to take a trip to the high school climbing wall) – otherwise use Traverse Wall Activities

Suggested Assessments:

- See Appendix C

Resources

- Adventure Play
- Affordable Portables
- Adventure Curriculum for Physical Education: Elementary School
Physical Education: Grade 3

Unit: Adventure Education

Time Line: 4 Days

Unit Sub-Topics:
1. Cooperative Games
2. Traverse Wall
3. Low Elements
4. Stages of Adventure
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.3, B.4.2, D.4.1, D.4.3,
D.4.4, E.4.3, F.4.1, F.4.2, F.4.3,
F.4.4, F.4.5, G.4.2, G.4.3

Learner Outcomes:
• Perform locomotor movements, starting and stopping on command and in control.
• Change directions during group activities while manipulating an object.
• Negotiate a balance beam using forward, backward, and sideways patterns and hold a steady position.
• Life and control body weight and hold for a specified time.
• Understand the purpose of rules and put that knowledge into practice.
• Try new activities.
• Appreciate differences and similarities in others’ physical activities.
• Accept the feelings from involvement in physical activities.
• Cooperate in a group setting or with a partner.
• Understand and accept feelings of success and failure.
• Participate in activities showing sportsmanship and fair play.
• Utilize safety principles in an activity situation.
• Work independently and stay on task.
• Distinguish between compliance and non-compliance with game rules.

Instructional Strategies:
• See Appendix A
• Full Value Contract – be kind, be gentle, be safe
• Emphasize the affective domain
• Talk about the activities

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B
• Cooperative Games
  o Lily Pads and Islands (move between islands with limited lily pads) – cooperation
- Blob Tag (add-on tag) – cooperation
- Frozen Pairs Tag (bean bag balance) – balance and cooperation
- Flipper (flip over tarp with whole group on it) – cooperation
- Pass the Shoe (song with movement coordination) – cooperation
- Chaotic Team Juggle (juggle multiple balls) – cooperation

- Climbing Wall
  - High School (if you have the time and resources to take a trip to the high school climbing wall) – otherwise use Traverse Wall Activities

- Low Elements
  - Blind Beam (blind walk on beam) – balance
  - Mirror, Mirror on the Traverse Wall (do what others do) – balance
  - Traverse Wall Lesson 6 (backwards traverse, every other foothold) – balance, coordination
  - Traverse Wall Lesson 7 (line traverse) – body awareness
  - Traverse Wall Lesson 8 (like moves and maximizer) – balance

- Stages of Adventure
  - Full Value Contract
    - Fishy, Fishy (play hard, play safe, play fair) – body awareness
    - Wizards and Gelflings (play hard, play safe, play fair) – body awareness
    - Parachute Full Value (play hard, play safe, play fair) – body awareness
  - Name Games
    - Me You Lisa (circle name game) – cooperation
    - Peek-A-Who (2 group name game) – cooperation
  - Initiatives
    - Belly Up (upside down crabs) – coordination
    - Como Esta Usted (circle partner tag) – coordination
    - Five-A-Side Flatball (smack flat ball between line of people) – cooperation
  - Communication
    - Quick Line-up (moving group shapes) – body awareness
    - Captain’s Calling (listening and following directions) – coordination
    - Twizzle (listening and following directions) – coordination
    - Robot (give and follow commands) – coordination
    - Car and Driver (give and follow signals) – coordination
  - Respect for Others/Diversity
    - Elbow Tag (encourage others) – body awareness
    - Circle the Circle (hula hoop passed around circle) – body awareness
    - Beach Ball Balance and Beach Ball Trolley (connected by beach balls) – balance
  - Enjoyment/Challenge
    - Tic-Tac-Toe – Live (people version of Tic-Tac-Toe) – cooperation
    - Beach Ball Tunnel (ball pass under legs) – body awareness
    - Vertical Bocce (throw balls through hoops) – coordination
    - Over the River (jump from “river bank to river bank”) – body awareness
- Obstacle Course (traveling in different ways, over, and under things) – body awareness
  - Fitness
    - Everybody’s It (tag game) – coordination, body awareness
    - Transformer Tag (tag with changing arm positions) – body awareness
    - Run, Rabbit, Run (tag game) – body awareness
    - Beep! Time’s Up (timed running game) – body awareness
    - Musical Pairs (movements start and stop with music) – body awareness

**Suggested Assessments:**
- See Appendix C

**Resources:**
1. Adventure Play
2. Affordable Portables
3. Adventure Curriculum for Physical Education: Elementary School
Physical Education: Grade 4

Unit: Adventure Education

Unit Sub-Topics:
1. Stages of Adventure
2. Cooperative Games
3. Low Elements
4. Traverse Wall
5. High Elements
6. Safety, Rules, Social Behavior

Time Line: 4 Days

Wisconsin State Standards:

Learner Outcomes:
- Escape, catch, or dodge an individual while moving.
- Perform sequence that combines traveling, balancing, and weight transfer.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skills and movements to provide feedback to others.
- Identify activities that contribute to feelings of joy.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and non-compliance with game rules.
- Participates in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principals in activity situations and work independently and on task.

Instructional Strategies:
- See Appendix A
- Full Value Contract – be kind, be gentle, be safe
- Emphasize the affective domain
- Talk about the activities

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B
- Stages of Adventure
  - Full Value
    - Human Bridge (partner activity) – balance
  - Name Games
    - Figaro Figaro (my name is ______) – respect for diversity
    - Whampum (reaction time game) – intrinsic motivation
  - Initiatives
    - Hospital Tag (if tagged become injured, healed by doctor) – respect for diversity
    - Smaug’s Jewels (try to get jewels guarded by dragon) – coordination
    - Crows and Cranes (chase and be chased) – coordination
    - Phizz, Splot, Grooby (counting game with no communication) – intrinsic motivation
  - Communication
    - Wild River (team crosses river without falling) – respect for diversity
  - Problem Solving
    - Frogger (frogs work together to cross the pond) – balance
    - Half-Zees (whole group on tarp, keep reducing size) – cooperation
    - Cat and Mouse Tag (cat needs to find mouse) – intrinsic motivation
    - The Snake (work together to make shapes) – cooperation
    - Stepping Stones (students reverse their positions) – cooperation
  - Cooperative Games
    - Times Walk (small group walks) – fitness
    - Longest Line (work together to make line with bodies) – cooperation
    - Lap Sit (whole group sits on each others lap) – balance
    - Zig-Zag (ball passing) – cooperation, coordination
    - Tarzan of the Jungle (rope swing) – fitness
  - Low Elements
    - Electric Fence (group moves from one end of beam to other) – fitness
    - Traverse Wall Lesson 9 (pickup traverse) – coordination
    - Traverse Wall Lesson 10 (up and down traverse) – balance
    - Traverse Wall Lesson 11 (eliminator) – body awareness
    - Traverse Wall Lesson 12 (partner traverse) – coordination
    - Traverse Wall Lesson 13 (combo traverse) – balance
    - Everlast Climbing: Place Value Placement (math on the wall) – balance
    - Everlast Climbing: Climbers Spider Web (unravel ball of yarn) – coordination
  - Climbing Wall
    - High School (if you have the time and resources to take a trip to the high school climbing wall) – otherwise use Traverse Wall activities
  - High Elements
    - UW-La Crosse High Ropes Course (if you have time and resources, take a field trip to UW-La Crosse) – intrinsic motivation
Suggested Assessments:
- See Appendix C

Resources:
- Adventure Play
- Affordable Portables
- Adventure Curriculum for Physical Education: Elementary School
Physical Education: Grade 5

Unit: Adventure Education

Time Line: 4 Days

Unit Sub-Topics:
1. Traverse Wall
2. Cooperative Games
3. Low Elements
4. High Elements
5. Stages of Adventure
6. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Identify opportunities in the school and community for regular participation in physical activity.
- Identify benefits resulting from participation in different forms of physical activities.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-ups, conditioning, and cool-down techniques and the reason for them.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify a description of their feelings during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and non-compliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:
- See Appendix A
- Full Value Contract – be kind, be gentle, be safe
- Emphasize the affective domain
- Talk about the activities

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B
- Cooperative Games
  - Popcorn (put balls back in bucket) – cooperative
  - Group Juggle (work together to keep objects moving) – cooperation
  - Human Knot with Buddy Ropes (group untangles human knot) – cooperation
- Stages of Adventure
  - Name Game
    - Hustle Bustle (learn names) – self-esteem
    - Categories (things we have in common)
    - Name Roulette (name at the speed of light) – enjoyment
  - Initiatives
    - Dead Ant Tag (teamwork) – safety
    - Moonball (keep ball in air) – cooperation
  - Communication
    - Chicken Impulse (quick reflexes) – coordination
    - Count Off with Tossables (tossing with actions) – coordination
    - Human Bingo (classmate bingo) – enjoyment
    - Rob the Nest/Share the Wealth (gathering balls, working as a team) – cooperation
    - Mine Field (partner communication) – safety
  - Problem Solving
    - Tangles (human knot) – cooperation
    - I’m Going on a Trip (mental games) – self-esteem
    - The Rock (group balance) – cooperation
    - The River Crossing (group works together to cross the river) – cooperation
    - Stepping Stones II (“Human Chess Game”) – cooperation
    - The Black Hole (group needs to get through the hole) – upper body strength
    - The Wall I (group needs to cross over the wall) – safety
  - Trust
    - Trust Cocoon (group picks up one person) – safety
    - Corporal Golf (blindfolded golf in groups of three) – enjoyment
    - Trash Collector (group works together to direct blindfolded person) – cooperation
    - Flinch (builds trust and honor) – self-esteem
    - Fireball (builds trust and honor) – self-esteem
    - Take Me To Your Leader (giving directions) – safety
    - Air Traffic Controller (taking off, flying, and landing airplanes) – enjoyment
- Fitness
  - The Grand Canyon (use rope to cross the river) – upper body strength
  - Cyclops Tag (alien tag – try wearing pedometers) – cooperation
- Low Elements
  - Traverse Wall Lesson 14 (selected holds traverse) – upper body strength
  - Traverse Wall Lesson 15 (pick a number traverse) – coordination
  - Traverse Wall Lesson 16 (intelligent traverse) – coordination, upper body strength
Traverse Wall Lesson 17 (climb – like horse in basketball) – cooperation
Traverse Wall Lesson 18 (elbow lock traverse) – coordination
Everlast Climbing: Fraction Reduction (climb and reduce fractions) – upper body strength
Everlast Climbing: Climb and Define (climb and define words) – safety
Everlast Climbing: Following a Route Map (climb using a specified route) – enjoyment
Everlast Climbing: Climbing Wall Scrabble (climb to find letters) – coordination

Climbing Wall
High School (if you have the time and resources to take a trip to the high school climbing wall) – otherwise use Traverse Wall Activities

High Elements
UW-La Crosse High Ropes Course (if you have time and resources, take a field trip to UW-La Crosse) – intrinsic motivation

Suggested Assessments:
See Appendix C

Resources:
1) Adventure Play
2) Affordable Portables
3) Adventure Curriculum for Physical Education: Elementary School
Educational Dance

K - 5
Physical Education: Kindergarten

**Unit:** Educational Dance/Pre-Rhythms

**Time Line:** 5 Days

**Unit Sub-Topics:**

1. Awareness – Sound
2. Rhythm Concepts
   a. Stop and Start
   b. Loud and Soft
   c. Fast and Slow
3. Non-locomotor
   a. Clapping
   b. Snapping
   c. Foot Tapping
   d. Swaying
4. Locomotor Response
   a. Walk
   b. Run
   c. Gallop
   d. Slide
   e. Hop
   f. Jump
   g. Skip
5. Music Games
6. Safety, Rules, Social Behavior

**Wisconsin State Standards:**

**Learner Outcomes:**

- Perform fundamental motor skills through instruction and physical activity.
- Travel using various locomotor skills, in a large group without bumping anyone or falling.
- Travel in a forward and sideways direction and change direction in response to a signal.
- Place a variety of body parts into high, medium, and low levels.
- Follow a rhythmic sequence set by the teacher.
- Make both large and small body shapes.
- Walk and run using mature motor patterns.
- Support their own body weight.
- Select appropriate actions to match a steady beat.
- Identify selected body parts, skills, and movement concepts.
- Distinguish between straight, curved, and zig-zag pathways while traveling in various ways.
- Form round, narrow, wide, and twisted body shapes alone and with a partner.
- Demonstrate clear contrasts between slow and fast speeds as they travel.
- Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, alongside, and through).
- Engage in physical activity.
- Begin to show enjoyment while participating in physical activities.
• Sustain moderate to vigorous activity.
• Try new activities.
• Demonstrate safety while participating in physical activity.
• Demonstrate knowledge of cooperation, sharing, and consideration.
• Demonstrate self-discipline and responsibility while actively participating in class.
• Work in individual and group settings while being considerate of others.

**Instructional Strategies:**
• See Appendix A

**Integration:**
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
• See Appendix B

**Suggested Assessments:**
• See Appendix C
Physical Education: Grade 1

Unit: Educational Dance – Pre-Rhythms

Unit Sub-Topics:
1. Awareness – Sound
2. Rhythm Concepts
   a. Stop and Start
   b. Loud and Soft
   c. Fast and Slow
3. Non-locomotor
   a. Clapping
   b. Snapping
   c. Foot Tapping
   d. Swaying
4. Locomotor Response
   a. Walk
   b. Run
   c. Gallop
   d. Slide
   e. Hop
   f. Jump
   g. Skip
5. Music Games
6. Safety, Rules, Social Behavior

Time Line: 5 Days

Wisconsin State Standards:

Learner Outcomes:
- Run, leap, walk, skip, gallop, hop, and slide.
- Balance on a variety of body parts.
- Jump and land safely and with control.
- Use different locomotor skills to move at different speeds, levels, and directions while moving in general space.
- Move forward, backward, and sideways, changing directions safely.
- Move with music using various locomotor movements.
- Move, alone or with a partner, using various levels, shapes, and pathways.
- Travel to a signal or music with an even rhythm.
- Identify elements leading to a successful motor skill performance.
- Demonstrates safety while participating in physical activity.
- Begin to show enjoyment while participating in physical activity.
- Sustain moderate to vigorous activity for a specific time.
- Demonstrate knowledge of cooperation, sharing, and consideration of others.
- Demonstrate self-discipline and responsibility while actively participating in class.
- Work in individual and group settings while being considerate of the differences of others.
Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Educational Dance – Pre-Rhythms

Unit Sub-Topics:
1. Awareness – Sound
2. Rhythm Concepts
   a. Stop and Start
   b. Loud and Soft
   c. Fast and Slow
3. Non-locomotor
   a. Clapping
   b. Snapping
   c. Foot Tapping
   d. Swaying
4. Locomotor Response
   a. Walk
   b. Run
   c. Gallop
   d. Slide
   e. Hop
   f. Jump
   g. Skip
5. Music Games
6. Safety, Rules, Social Behavior

Time Line: 5 Days

Wisconsin State Standards:

Learner Outcomes:
- Demonstrate mature forms of skipping, hoping, galloping, sliding, and leaping.
- Demonstrate mature motor patterns in simple combinations.
- Travel, changing speed and directions, in response to a variety of rhythms.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
- Combine various travel patterns in time to music.
- Demonstrate the ability to combine locomotor and non-locomotor skills to perform basic movement sequences.
- Identify elements leading to a successful movement phase.
- Applies movement concepts to a variety of skills.
- Feedback to improve movement phrase.
- Move safely in self-space and general space.
- Work cooperatively with another to complete an assigned task.

Instructional Strategies:
- See Appendix A
Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Kindergarten

Unit: Educational Dance - Dance

Time Line: 5 Days

Wisconsin State Standards:

Unit Sub-Topics:
1. Manipulative Rhythms – activities
   a. Percussion Instruments
   b. Lummi Sticks
   c. Tinikling
   d. Parachute
   e. Juggling
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands
   g. Safety, Rules, Social Behavior
2. Elements of Dance (Creative Dance)
   a. Shapes – body design
   b. Force
   c. Time
   d. Space
   e. Safety, Rules, Social Behavior

Learner Outcomes:
- Follow a rhythmic sequence set by the teacher.
- Make both large and small body shapes.
- Walk and run using mature motor pattern.
- Know guidelines and behaviors for the safe use of equipment.
- Distinguish between straight, curved, and zig-zag pathways while traveling in various ways.
- Form round, narrow, wide, and twisted body shapes alone and with a partner.
- Demonstrate clear contrasts between slow and fast speeds as they travel.
- Begin to show enjoyment while participating in physical activities.
- Demonstrate safety while participating in physical activity.
- Demonstrate knowledge of cooperation, sharing, and consideration.
- Demonstrate self-discipline and responsibility while actively participating in class.
- Work in individual and group settings while being considerate of others.

Instructional Strategies:
- See Appendix A

Integration:
The kindergarten physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
  • See Appendix B

Suggested Assessments:
  • See Appendix C
Physical Education: Grade 1

Unit: Educational Dance - Dance

Unit Sub-Topics:
1. Manipulative Rhythms – activities
   a. Percussion Instruments
   b. Lummi Sticks
   c. Tinikling
   d. Parachute
   e. Juggling
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands
   g. Safety, Rules, Social Behavior
2. Elements of Dance (Creative Dance)
   a. Shapes – body design
   b. Force
   c. Time
   d. Space
   e. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Run, leap, walk, skip, gallop, hop, and slide.
- Balance on a variety of body parts.
- Jump, land safely and with control.
- Use different locomotor skills to move at different speeds, levels, and directions while moving in general space.
- Combine shapes, levels, and pathways into simple sequences.
- Move, alone or with a partner, using various levels, shapes, and pathways.
- Travel to a signal or music with an even rhythm.
- Identify elements leading to a successful motor skill performance.
- Demonstrate safety while participating in physical activity.
- Demonstrate knowledge of cooperation, sharing, and consideration of others.
- Demonstrate self-discipline and responsibility while actively participating in class.
- Work in individual and group settings while being considerate of the differences of others.

Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Educational Dance - Dance

Unit Sub-Topics:
1. Manipulative Rhythms – activities
   a. Percussion Instruments
   b. Lummi Sticks
   c. Tinikling
   d. Parachute
   e. Juggling
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands
   g. Safety, Rules, Social Behavior
2. Elements of Dance (Creative Dance)
   a. Shapes – body design
   b. Force
   c. Time
   d. Space
   e. Safety, Rules, Social Behavior

Time Line: 5 Days

Wisconsin State Standards:

Learner Outcomes:
• Travel, changing speed and directions, in response to a variety of rhythms.
• Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
• Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.
• Combine various traveling patterns in time to music.
• Identify elements leading to a successful movement phrase.
• Sustain moderate to vigorous activity for a specified time.
• Move safely in self-space and general space.
• Safely manage equipment in a group setting.
• Work cooperatively with another to complete an assigned task.
• Play and cooperate with others regardless of personal differences.

Instructional Strategies:
• See Appendix A
• Practice/Task
• Movement music
• Self check
• Guided Discovery
• Small Group
• Command
• Divergent
• Reciprocal
Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Unit: Educational Dance - Dance

Unit Sub-Topics:

1. Folk/Ethnic Dance
   a. Step Hop
   b. Stomp
   c. Swings
   d. Heel Toe
   e. Cross Over
   f. Grapevine
   g. Two-Step
   h. Polka Step

2. Square Dance
   a. Circle R and L
   b. Walk and Shuffle
   c. Honors
   d. Do Si Do
   e. See Saw
   f. Swings
   g. Promenade (Twirls one-half)
   h. Square Identification

3. Social Dance
   a. Waltz Step
   b. Jitterbug
   c. Cha Cha Step
   d. Current Dance Step
   e. Two Step
   f. Charleston

4. Manipulative Rhythms – Activities
   a. Percussion Instruments
   b. Lummi Stocks
   c. Tinikling
   d. Parachute
   e. Juggling
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands

5. Elements of Dance (Creative Dance)
   a. Shapes – body design
   b. Force

Time Line: 5 Days

Wisconsin State Standards:
c. Time
d. Space
6. Safety, Rules, Social Behavior

**Learner Outcomes:**
- Change directions during group activities while manipulating an object.
- Transfer simple sequence patterns using combinations of movements.
- Design dance sequences that are personally interesting.
- Move in various ways using definite contrasts of bound and free-flowing movements.
- Describe essential elements of mature movement patterns.
- Appreciate differences and similarities in others’ physical activities.
- Accept the feelings from involvement in physical activities.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Cooperate in a group setting or with a partner.
- Utilize safety principles in an activity situation.
- Be considerate of others in physical activity settings.

**Instructional Strategies:**
- See Appendix A

**Integration:**
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 4

**Unit:** Educational Dance - Dance  

**Time Line:** 5 days

**Unit Sub-Topics:**

1. Folk/Ethnic Dance  
   a. Step Hop  
   b. Stomp  
   c. Swings  
   d. Heel Toe  
   e. Cross Over  
   f. Grapevine  
   g. Two-Step  
   h. Polka Step

2. Square Dance  
   a. Circle R and L  
   b. Walk and Shuffle  
   c. Honors  
   d. Do Si Do  
   e. See Saw  
   f. Swings  
   g. Promenade (Twirls one-half)  
   h. Square Identification

3. Social Dance  
   a. Waltz Step  
   b. Jitterbug  
   c. Cha Cha Step  
   d. Current Dance Step  
   e. Two Step  
   f. Charleston

4. Manipulative Rhythms – Activities  
   a. Percussion Instruments  
   b. Lummi Stocks  
   c. Tinikling  
   d. Parachute  
   e. Juggling  
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands

5. Elements of Dance (Creative Dance)  
   a. Shapes – body design  
   b. Force  
   c. Time  
   d. Space

6. Safety, Rules, Social Behavior

**Wisconsin State Standards:**  
B.4.2, B.4.4, C.4.4, D.4.1, D.4.2,  
D.4.3, D.4.4, F.4.1, F.4.2, F.4.4,  
F.4.5, G.4.1, G.4.2, G.4.3
Learner Outcomes:
- Perform sequence that combines traveling, balancing, and weight transfer.
- Perform dance sequences using symmetrical and asymmetrical body shapes.
- Develop patterns and a combination of movements into repeatable sequences.
- Describe essential elements of mature movement patterns.
- Utilize safety principles in activity situation and work independently and on task.
- Design dance sequences that are personally interesting.
- Respect persons from different backgrounds and the cultural significance they attribute to various dances.

Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Educational Dance - Dance

Unit Sub-Topics:
1. Folk/Ethnic Dance
   a. Step Hop
   b. Stomp
   c. Swings
   d. Heel Toe
   e. Cross Over
   f. Grapevine
   g. Two-Step
   h. Polka Step
2. Square Dance
   a. Circle R and L
   b. Walk and Shuffle
   c. Honors
   d. Do Si Do
   e. See Saw
   f. Swings
   g. Promenade (Twirls one-half)
   h. Square Identification
3. Social Dance
   a. Waltz Step
   b. Jitterbug
   c. Cha Cha Step
   d. Current Dance Step
   e. Two Step
   f. Charleston
4. Manipulative Rhythms – Activities
   a. Percussion Instruments
   b. Lummi Stocks
   c. Tinikling
   d. Parachute
   e. Juggling
   f. Ball Rhythms, Hoops, Wands, Scarves, Streamers, Bands
5. Elements of Dance (Creative Dance)
   a. Shapes – body design
   b. Force
   c. Time
   d. Space
6. Safety, Rules, Social Behavior

Time Line: 5 Days

Wisconsin State Standards:
A.8.2, A.8.3, B.8.1, B.8.3, B.8.4,
C.8.5, D.8.1, D.8.2, D.8.3, E.8.1,
F.8.1, F.8.5, F.8.6, G.8.1, G.8.2,
G.8.3, G.8.4
Learner Outcomes:
- Experience the activity of dance both in and outside of school, based on individual interest and capabilities.
- Identify benefits resulting from participation in different forms of physical activities.
- Perform dance or gymnastics sequences in a small group using different body shapes and movements.
- Perform dance sequences that are smooth and flowing with intentional changes in directions, speed, and flow.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Demonstrate the ability to work with others in a game or physical activity.
- Demonstrate behaviors showing acceptance of others.
- Work cooperatively with peers of various ability levels.
- Recognize the role of dance in getting to know and understand others of like and different cultures.

Instructional Strategies:
- See Appendix A

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Fitness and Wellness K-5
Physical Education: Kindergarten

**Unit:** Fitness

**Time Line:** Ongoing

**Wisconsin State Standards:**

**Unit Sub-Topics:**

1. Health-Related Fitness
   a. Flexibility
   b. Aerobic endurance
   c. Muscle strength
   d. Muscle endurance
   e. Body composition
2. Skill-Related Fitness
   a. Agility
   b. Balance
   c. Coordination
   d. Power
   e. Reaction time
   f. Speed
3. Jump Rope
   a. Short Rope Skills
   b. Long Rope Skills
4. Safety, Rules, Social Behavior

**Learner Outcomes:**
- Select and participate in physical activity during unscheduled times.
- Identify likes and dislikes connected with participation in physical activity.
- Recognize the joy of participation.
- Perform correct movement patterns with a self-turned rope.
- Sustain moderate to vigorous physical activity for short periods of time.
- Be aware of the physiological signs of moderate physical activity (e.g. fast heart rate and heavy breathing).
- Demonstrate flexibility through warm-up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.
- Explain why physical activity is good for health.
- Perform fundamental motor skills through instruction and physical activity.
- Participate in moderate to vigorous physical activity.
- Begin to show enjoyment while participating in physical activities.
- Sustain moderate to vigorous activity.

**Instructional Strategies:**
- See Appendix A
Integration:
The kindergarten physical education curriculum can integrate math, social studies, language arts, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

Unit: Fitness

Unit Sub-Topics:
1) Health-Related Fitness
   a) Flexibility
   b) Aerobic endurance
   c) Muscle strength
   d) Muscle endurance
   e) Body composition
2) Skill-Related Fitness
   a) Agility
   b) Balance
   c) Coordination
   d) Power
   e) Reaction time
   f) Speed
3) Jump Rope
   a) Short Rope Skills
   b) Long Rope Skills
4) Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Identify and explore activities which require physical activity, during non-school hours.
- Apply, with little or no adult reinforcement, safe and cooperative behaviors by trying new activities and skills.
- Demonstrate self-satisfaction from participation in physical activities that require physical exertion, skill, and challenge.
- Participate frequently and for a sustained period of time, moderate to vigorous physical activities that cause increased heart and respiratory rate.
- Continuously jump a self-turned rope.
- Jump a swinging rope held by others.
- Identify changes in the body that occur during moderate to vigorous physical activity.
- Examine one or two components of a health-related fitness assessment.
- Understand the concept of pacing during cardiovascular activities.
- Participate in a variety of activities that involve locomotor, non-locomotor, and manipulation of object outside of physical education class.
- Identify an activity associated with each component of health-related fitness.
- Begin to show enjoyment while participating in physical activities.
- Sustain moderate to vigorous activity for a specific time.
- Demonstrate safety while participating in physical activity.
- Show sportsmanship and fair play when participating in activities.
- Demonstrate knowledge of cooperation, sharing and consideration.
- Demonstrate self-discipline and responsibility while actively participating in class.
Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Fitness

Unit Sub-Topics:
1) Health-Related Fitness
   a) Flexibility
   b) Aerobic endurance
   c) Muscle strength
   d) Muscle endurance
   e) Body composition
2) Skill-Related Fitness
   a) Agility
   b) Balance
   c) Coordination
   d) Power
   e) Reaction time
   f) Speed
3) Jump Rope
   a) Short Rope Skills
   b) Long Rope Skills
4) Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.1, C.4.4,
D.4.1, D.4.2, D.4.3, E.4.1, E.4.2,
E.4.3, F.4.3, F.4.4, G.4.2

Time Line: Ongoing

Learner Outcomes:
- Identify and participate in physical activities that promote cardio respiratory, muscular and flexibility benefits.
- Identify and participate in individual or family-oriented physical activities outside of the school.
- Repeatedly jump a self-turned rope and one held by others.
- Identify changes in the body during physical activity.
- Demonstrate improvement in a skill or fitness-related activity for increased personal satisfaction.
- Understand that participation in physical activity is a conscious choice.
- Examine 2-3 components of health-related fitness.
- Recognize the relationship between nutrition and physical fitness.
- Identify healthy lifestyle activities relating to each of the fitness components.
- Identify an enjoyable activity.
- Try new activities.
- Identify the components of health-related physical fitness.
- Sustain moderate to vigorous activity for a specified time.

Instructional Strategies:
- See Appendix A
Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Fitness

Unit Sub-Topics:

1) Health-Related Fitness
   a) Flexibility
   b) Aerobic endurance
   c) Muscle strength
   d) Muscle endurance
   e) Body composition

2) Skill-Related Fitness
   a) Agility
   b) Balance
   c) Coordination
   d) Power
   e) Reaction Time
   f) Speed

3) Jump Rope
   a) Short Rope Skills
   b) Long Rope Skills

4) FitnessGram

5) Safety, Rules, Social Behavior

Time Line: Ongoing

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.1, C.4.4,
D.4.1, D.4.2, D.4.3, E.4.1, E.4.2,
E.4.3, F.4.3, F.4.4, G.4.2

Learner Outcomes:

- Identify and participate in physical activities that promote cardio respiratory, muscular and flexibility benefits.
- Identify and participate in individual or family-oriented physical activities outside of the school.
- Refine forward jump rope skills and initiate backward skills and beginning individual tricks.
- Without hesitating, travel into and out of a rope turned by others.
- Associate results of fitness testing to personal health and ability to perform various activities.
- Demonstrate improvement in a skill or fitness-related activity for increased personal satisfaction.
- Understand that participation in physical activity is a conscious choice.
- Recognize the relationship between nutrition and physical fitness.
- Identify healthy lifestyle activities relating to each of the fitness components.
- Identify an enjoyable activity.
- Identify a physical activity that they enjoy, which increases the heart rate.
- Identify the components of health-related physical fitness.
- Sustain moderate to vigorous activity for a specified time.
Instructional Strategies:
- See Appendix A

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Fitness

Unit Sub-Topics:
1) Health-Related Fitness
   a) Flexibility
   b) Aerobic endurance
   c) Muscle strength
   d) Muscle endurance
   e) Body composition
2) Skill-Related Fitness
   a) Agility
   b) Balance
   c) Coordination
   d) Power
   e) Reaction Time
   f) Speed
3) Jump Rope
   a) Short Rope Skills
   b) Long Rope Skills
4) FitnessGram
5) Safety, Rules, Social Behavior

Time Line: Ongoing

Wisconsin State Standards:

Learner Outcomes:
- Identify several moderate to vigorous physical activities that provide personal pleasure (e.g. basketball, swimming).
- Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.
- Travel into and out of a rope turned by others.
- Experience enjoyment while participating in physical activity.
- Identify several activities related to each component of physical fitness (e.g. development of muscular strength)
- Associate results of fitness testing to personal health status and the ability to perform various activities, such as maintaining continuous aerobic activity for a specific time and/or activity, and supporting, lifting, and controlling body weight in a variety of activities.
- Participate regularly in activities of their choice outside of physical education for a specified time.
- Describe healthful benefits that result from regular and appropriate participation in physical activity.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Celebrate personal successes and achievements and those of others.
- Maintain continuous aerobic activity for a specified time.
- Monitor heart rate.
Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Fitness

Time Line: Ongoing

Unit Sub-Topics:

1) Health-Related Fitness
   a) Flexibility
   b) Aerobic endurance
   c) Muscle strength
   d) Muscle endurance
   e) Body composition

2) Skill-Related Fitness
   a) Agility
   b) Balance
   c) Coordination
   d) Power
   e) Reaction Time
   f) Speed

3) Jump Rope
   a) Short Rope Skills
   b) Long Rope Skills

4) FitnessGram

5) Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:

- Identify and demonstrate personal physical activity interests and abilities.
- Identify and demonstrate the social and psychological benefits attained from participation in physical activities.
- Seek physical activity opportunities which are personally challenging.
- Design and refine a routine combining various jump rope techniques to music so it can be repeated without error.
- Describe the short- and long-term benefits of engaging in regular physical activity.
- Use personal fitness assessment date to enhance understanding of physical fitness by identifying sources for data collection (e.g. print material, community resources, heart rate monitors, internet, pedometers)
- Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels (e.g. apply data to own plan for improvement in at least two components of health-related fitness.)
- Participate in games, sports, and dance both in and outside of school, based on individual interest and capabilities.
- Identify opportunities for regular participation in physical activity in the school and community.
- Participates in some form of health-enhancing physical activity.
- Identify personally enjoyable activity.
• Identify group interaction strategies used during participation in a personally enjoyable activity.
• Identify in written form a description of their feeling during participation in a personally enjoyable activity.
• Identify health-related components of fitness.
• Identify the relationship between various activities and health-related components of fitness.
• Maintain continuous aerobic activity for a specific time.

**Instructional Strategies:**
• See Appendix A

**Integration:**
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
• See Appendix B

**Suggested Assessments:**
• See Appendix C
Gymnastics/Apparatus

K-5
Physical Education: Kindergarten

Unit: Gymnastics/Apparatus

Time Line: 4 Days

Wisconsin State Standards:

Unit Sub-Topics:

1. History
2. Balance Beam (Low and High)
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. Vaulting Box- Horse
   a. Approach
   b. Takeoff
      i. Floor
      ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. Horizontal Bar
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. Parallel Bars
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. Ropes (Climbing and Cargo)
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
7. Spring Board
   a. Mounts – Dismounts
b. Stunts
c. Sequence
d. Routines
e. Safety, Rules, Spotting, Social Behavior

Learner Outcomes:

- Perform fundamental motor skills through instruction and physical activity.
- Identify likes and dislikes connected with participation in physical activity.
- Travel using various locomotor skills, in a large group without bumping anyone or falling.
- Roll sideways without hesitating or stopping.
- Walk forward and sideways the length of a bench without falling.
- Travel in a forward and sideways direction and change direction in response to a signal.
- Place a variety of body parts into high, medium, and low levels.
- Make both large and small body shapes.
- Support their own body weight.
- Know guidelines and behaviors for the safe use of equipment and apparatus.
- Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, along, and through).
- Engage in physical activity.
- Begin to show enjoyment while participating in physical activities.
- Demonstrate safety while participating in physical activity.
- Demonstrate self-discipline and responsibility while actively participating in class.

Instructional Strategies:

- See Appendix A

Integration:
The kindergarten physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:

- See Appendix B

Suggested Assessments:

- See Appendix C
Physical Education: Grade 1

Unit: Gymnastics/Apparatus

Time Line: 4 Days

Wisconsin State Standards:

Unit Sub-Topics:
1. History
2. Balance Beam (Low and High)
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. Vaulting Box- Horse
   a. Approach
   b. Takeoff
      i. Floor
      ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. Horizontal Bar
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. Parallel Bars
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. Ropes (Climbing and Cargo)
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
7. Spring Board
   a. Mounts – Dismounts
b. Stunts

c. Sequence

d. Routines

e. Safety, Rules, Spotting, Social Behavior

**Learner Outcomes:**
- Jump and land using a combination of one- and two-foot takeoffs and landings.
- Roll smoothly in a forward direction without stopping or hesitating.
- Move feet into a high level by placing the weight on the hands and landing with control.
- Manage own body weight while hanging and climbing.
- Balance on a variety of body parts.
- Walk on a low balance beam using forward, backward, and sideways patterns.
- Identify elements leading to a successful motor skill performance.
- Recognize the components of fitness as they relate to a healthy body.
- Demonstrate safety while participating in physical activity.
- Demonstrate knowledge of cooperation, sharing, and consideration of others.
- Demonstrate self-discipline and responsibility while actively participating in class.

**Instructional Strategies:**
- See Appendix A

**Integration:**
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 2

Unit: Gymnastics/Apparatus

Unit Sub-Topics:

1. History
2. Balance Beam (Low and High)
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. Vaulting Box- Horse
   a. Approach
   b. Takeoff
      i. Floor
      ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. Horizontal Bar
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. Parallel Bars
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. Ropes (Climbing and Cargo)
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
7. Spring Board
   a. Mounts – Dismounts
   b. Stunts

Time Line: 4 Days

Wisconsin State Standards:
c. Sequence
d. Routines
e. Safety, Rules, Spotting, Social Behavior

Learner Outcomes:
- Engage in physical activity outside of physical education.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes in a variety of body shapes.
- Move feet to a high level by transferring weight to hands and landing with control.
- Jump and land using a combination of one and two foot takeoffs and landing.
- Move forward, backward, and sideways on a low balance beam.
- Try new activities.
- Sustain moderate to vigorous activity for a specific time.
- Apply rules, procedures, and safe practices with few reminders given.
- Safety – manage equipment in a group setting.
- Roll smoothly in a forward direction
- Manage own body weight while hanging and climbing

Instructional Strategies:
- See Appendix A

Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Gymnastics/Apparatus

Time Line: 5 Days

Wisconsin State Standards:

Unit Sub-Topics:

1. History
2. Balance Beam (Low and High)
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. Vaulting Box- Horse
   a. Approach
   b. Takeoff
      i. Floor
      ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. Horizontal Bar
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. Parallel Bars
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. Ropes (Climbing and Cargo)
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
7. Spring Board
   a. Mounts – Dismounts
b. Stunts
c. Sequence
d. Routines
e. Safety, Rules, Spotting, Social Behavior

Learner Outcomes:
- Identify objectives and benefits from frequent physical activity.
- Transfer simple sequence patterns using combinations of movements.
- Understand the purpose of rules and put that knowledge into practice.
- Identify ways movement concepts can be used to refine movement skills.
- Describe essential elements of mature movement patterns.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in others’ physical activities.
- Accept the feelings from involvement in physical activities.
- Cooperate in a group setting or with a partner.
- Understand and accept feelings of success and failure.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Work independently and stay on task.
- Leap leading with either foot.
- Balance with control on a variety of objects.
- Jump, land using a mature motor pattern.
- Support, lift, and control body weight in a variety of activities.

Instructional Strategies:
- See Appendix A

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

**Unit:** Gymnastics/Apparatus

**Time Line:** 5 Days

**Unit Sub-Topics:**

1. **History**
2. **Balance Beam (Low and High)**
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. **Vaulting Box - Horse**
   a. Approach
   b. Takeoff
      i. Floor
      ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. **Horizontal Bar**
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. **Parallel Bars**
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. **Ropes (Climbing and Cargo)**
   f. Mounts – Dismounts
   a. Stunts
   b. Sequence
   c. Routines
   d. Safety, Rules, Spotting, Social Behavior
7. **Spring Board**
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence

**Wisconsin State Standards:**
d. Routines
  e. Safety, Rules, Spotting, Social Behavior

**Learner Outcomes:**

- Participate regularly in activities of their choice outside of physical education for a specific time.
- Identify benefits gained from regular physical activity.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Leap, leading with either foot.
- Balances with control on a variety of objects.
- Jump and land using a mature motor pattern.
- Support, lift, and control body weight in a variety of activities.
- Describe essential elements of mature movement patterns.
- Use elements of skill and movement to provide feedback to others.
- Identify activities that contribute to feelings of joy.
- Celebrate personal successes and achievements and those of others.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of success and failure.
- Utilize safety principles in activity situations and work independently and on task.

**Instructional Strategies:**

- See Appendix A

**Integration:**

The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**

- See Appendix B

**Suggested Assessments:**

- See Appendix C
Physical Education: Grade 5

**Unit:** Gymnastics/Apparatus

**Unit Sub-Topics:**

1. History
2. Balance Beam (Low and High)
   a. Mounts and Dismounts
   b. Locomotor Variations
   c. Balances – Poses
   d. Turns
   e. Jumps – Leaps
   f. Stunts
   g. Sequences
   h. Routines
   i. Safety, Rules, Spotting, Social Behavior
3. Vaulting Box- Horse
   a. Approach
   b. Takeoff
     i. Floor
     ii. Board
   c. Mounts – Dismounts
   d. Landings
   e. Vault
   f. Safety, Rules, Spotting, Social Behavior
4. Horizontal Bar
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
5. Parallel Bars
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
6. Ropes (Climbing and Cargo)
   a. Mounts – Dismounts
   b. Stunts
   c. Sequence
   d. Routines
   e. Safety, Rules, Spotting, Social Behavior
7. Spring Board
   a. Mounts – Dismounts

**Time Line:** 5 Days

**Wisconsin State Standards:**
b. Stunts
  c. Sequence
  d. Routines
  e. Safety, Rules, Spotting, Social Behavior

Learner Outcomes:
- Identify benefits resulting from participation on different pieces of apparatus.
- Demonstrate mature skills on various pieces of apparatus.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.
- Identify a personally enjoyable activity.
- Identify their feeling during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:
- See Appendix A

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Gymnastics/
Floor Exercise
K-5
Physical Education: Kindergarten

Unit: Gymnastics/Floor Exercise

Unit Sub-Topics:
1) Stunts
   a) Individual
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety
3) Routines (Tumbling Run)
4) Safety, Rules, Social Behavior

Time Line: 4 Days

Wisconsin State Standards:
A.4.2, B.4.1, B.4.4, C.4.2, C.4.4,
D.4.2, F.4.2, F.4.3, F.4.4, G.4.2,
G.4.3

Learner Outcomes:
- Perform fundamental motor skills through instruction and physical activity.
- Roll sideways without hesitating or stopping.
- Travel in a forward and sideways direction and change direction in response to a signal.
- Place a variety of body parts into high, medium, and low levels.
- Follow a sequence set by the teacher.
- Make both large and small body shapes.
- Support their own body weight.
- Identify selected body parts, skills, and movement concepts.
- Distinguish between straight, curved, and zig-zag pathway while traveling in various ways.
- Form round, narrow, wide, and twisted body shapes alone and with a partner.
- Demonstrate clear contrasts between slow and fast speeds as they travel.
- Begin to show enjoyment while participating in physical activity.
- Demonstrate safety while participating in physical activity.
- Demonstrate self-discipline and responsibility while actively participating in class.
Instructional Strategies:
- See Appendix A

Integration:
The kindergarten physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

Unit: Gymnastics/Floor Exercise

Unit Sub-Topics:
1) Stunts
   a) Individual
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety
3) Routines (Tumbling Run)
4) Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Balance on a variety of body parts.
- Move forward, backward, and sideways, changing directions safely.
- Roll in a forward direction without hesitation.
- Identify elements leading to a successful motor skill performance.
- Demonstrate safety while participating in physical activity.
- Identify rules and concepts of activities.
- Begin to show enjoyment while participating in physical activities.
- Demonstrate safety while participating in physical activity.
- Demonstrate self-discipline and responsibility while actively participating in class.
- Move feet into a high level by placing the weight on the hands and landing with control.
- Jump and land using a combination of one- and two-foot takeoffs and landings.

Instructional Strategies:
- See Appendix A
Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Gymnastics/Floor Exercise

Time Line: 4 Days

Wisconsin State Standards:
A.4.2, B.4.1, B.4.4, C.4.2, C.4.4,
D.4.2, F.4.2, F.4.3, F.4.4, G.4.2,
G.4.3

Unit Sub-Topics:
1) Stunts
   a) Individual
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety
3) Routines (Tumbling Run)
4) Safety, Rules, Social Behavior

Learner Outcomes:
- Demonstrate mature motor patterns in simple combinations.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
- Combine various traveling patterns.
- Move feet to a high level by transferring weight to hands and landing with control.
- Roll in a forward direction without hesitating or stopping.
- Jump and land using a combination of one and two foot takeoffs and landings.
- Identify elements leading to a successful movement phrase.
- Applies movement concepts to a variety of skills.
- Try new activities.
- Move safely in self-space and general space.
- Apply rules, procedures, and safe practices with little or no reinforcement.

Instructional Strategies:
- See Appendix A
Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Gymnastics/Floor Exercise

Unit Sub-Topics:

1) Stunts
   a) Individual
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving

2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety

3) Routines (Tumbling Run)

4) Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:

- Perform locomotor movements, starting and stopping on command and in control.
- Lift and control body weight and hold for a specified time.
- Transfer simple sequence patterns using combinations of movements.
- Move in various ways using definite contrasts of bound and free-flowing movements.
- Identify one personally enjoyable activity.
- Accept the feelings from involvement in physical activities.
- Understand and accept feelings of success and failure.
- Utilize safety principles in an activity situation.
- Work independently and stay on task.
- Transfer weight from feet to hands (handstand, cartwheel, round-off, mule kick, etc.)
- Design a gymnastics sequence.

Instructional Strategies:

- See Appendix A
Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Gymnastics/Floor Exercise

Unit Sub-Topics:
1) Stunts
   a) Individual
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
         (1) Stationary
         (2) Moving
2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety
3) Routines (Tumbling Run)
4) Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.2, B.4.1, B.4.4, C.4.2, C.4.4,
D.4.2, F.4.2, F.4.3, F.4.4, G.4.2,
G.4.3

Learner Outcomes:
- Roll in a backward direction.
- Transfer weight from feet to hands (handstand, cartwheel, mule kick, etc.)
- Perform sequence that combines traveling, balancing, and weight transfer.
- Perform gymnastics sequences using symmetrical and asymmetrical body shapes.
- Develop patterns and a combination of movements into repeatable sequences.
- Describe essential elements of mature movement patterns.
- Use elements of skills and movements to provide feedback to others.
- Identify activities that contribute to feelings of joy.
- Understand and accept feelings of the success and failure.
- Utilize safety principles in activity situations and work independently and on task.

Instructional Strategies:
- See Appendix A
Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education:  Grade 5

Unit: Gymnastics/Floor Exercise

Unit Sub-Topics:

1) Stunts
   a) Individual
      i) Animal Walks
   ii) Balances
      (1) Stationary
      (2) Moving
   b) Partners
      i) Animal Walks
      ii) Balances
      (1) Stationary
      (2) Moving

2) Tumbling
   a) Rolls
   b) Inverted Balances
   c) Flexibility Movement
   d) Springing Activities
   e) Combination Moves
   f) Sequence
   g) Spotting – Safety

3) Routines (Tumbling Run)

4) Safety, Rules, Social Behavior

Wisconsin State Standards:
B.8.3, B.8.4, C.8.3, C.8.4, C.8.5,
D.8.1, D.8.2, D.8.3, D.8.4, F.8.3,
F.8.5, G.8.1, G.8.2, G.8.3, G.8.4

Time Line:  5 Days

Learner Outcomes:

- Identify opportunities in the school and community for regular participation in physical activity.
- Identify benefits resulting from participation in different forms of physical activities.
- Perform the tumbling skills of balance, rolling, jumping, landing, and weight transfer using mature motor patterns.
- Perform gymnastics sequences in a small group using different body shapes and movements.
- Perform gymnastics sequences that are smooth and flowing with intentional changes in directions, speed, and flow.
- Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.
- Identify feelings during participation in a personally enjoyable activity.
- Identify the relationship of various activities with the health-related components of fitness.
- Understand and accept feelings of both success and failure.
Instructional Strategies:
- See Appendix A

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Manipulative Skills

K-5
Physical Education: Kindergarten

Unit: Manipulative Skills/Ball Skills

Unit Sub-Topics:
1) Rolling
2) Catching
   a) Arm-Body Catch
   b) Hand-Chest Catch
   c) Two-Hand Catch
   d) Rolled Ball
   e) Bounce from Partner
   f) Thrown from Partner
   g) Bounced by Self
   h) Tossed in Air to Self
   i) Tossed Against Wall
3) Throwing
   a) Underhand
   b) Overhand
   c) Bounce Pass
   d) Two-Hand Overhand
4) Bouncing
   a) Bounce and Catch, Partner – Self
   b) Push dribble, stand still, walk, run
5) Kicking
   a) Stationary Ball, Person
   b) Stationary Ball, Moving Person
   c) Stationary Person, Moving Ball
   d) Moving Ball, Moving Person
   e) Foot Kicks
      i) Inside
      ii) Outside
      iii) Heel
      iv) Top of Foot
      v) Toe
   f) Foot Trap
   g) Dribbling
   h) Punt
6) Striking
   a) Strike Stationary Object with Hands
   b) Strike Bounced Object with Hands
   c) Strike Partner’s Tossed Object with Hands
   d) Strike Self-Tossed Object with Hands
   e) Strike with Implements, Stationary Object
   f) Strike with Implements, Moving Object
7) Safety, Rules, Social Behavior

Time Line: 45 Days

Wisconsin State Standards:
A.4.1, A.4.3, B.4.1, B.4.3, C.4.1,
C.4.2, C.4.3, C.4.4, D.4.1, D.4.2,
F.4.1, F.4.2, F.4.3, F.4.4, G.4.2
Learner Outcomes:
- Perform fundamental motor skills through instruction and physical activity
- Run and kick a stationary ball without hesitating or stopping before the kick
- Demonstrate the difference between an overhand and underhand throw
- Self toss a ball and catch it before it bounces twice
- Identify selected body parts, skills, and movement concepts
- Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, alongside, and through)
- Begin to show enjoyment while participating in physical activities
- Demonstrate safety while participating in physical activity
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Recognize that skill development requires practice

Instructional Strategies:
- See Appendix A

Integration:
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

Unit: Manipulative Skills/Balls Skills

Unit Sub-Topics:

1. Rolling
2. Catching
   a. Arm-Body Catch
   b. Hand-Chest Catch
   c. Two-Hand Catch
   d. Rolled Ball
   e. Bounce from Partner
   f. Thrown from Partner
   g. Bounced by Self
   h. Tossed in Air to Self
   i. Tossed Against Wall
3. Throwing
   a. Underhand
   b. Overhand
   c. Bounce Pass
   d. Two-Hand Overhand
4. Bouncing
   a. Bounce and Catch Partner – Self
   b. Push Dribble, Stand Still, Walk, Run
5. Kicking
   a. Stationary Ball, Person
   b. Stationary Ball, Moving Person
   c. Stationery Person, Moving Ball
   d. Moving Ball, Moving Person
   e. Foot Kicks
      i. Inside
      ii. Outside
      iii. Heel
      iv. Top of Foot
      v. Toe
   f. Foot Tap
   g. Dribbling
   h. Punt
6. Striking
   a. Strike Stationary Object with Hands
   b. Strike Bounced Object with Hands
   c. Strike Partner’s Tossed Object with Hands
   d. Strike Self Tossed Objects with Hands
   e. Strike with Implements, Stationary Object
   f. Strike with Implements, Moving Object
7. Safety, Rules, Social Behavior

Time Line: 45 Days

Wisconsin State Standards:
Learner Outcomes:
- Participates in a wide variety of activities that involve locomotor, non-locomotor and manipulation of objects outside of physical education class.
- Show hand and foot dominance
- Catch a self-tossed object at various levels
- Dribble a ball with hands from a seated or standing position
- Dribble a ball with the feet.
- Run and kick a ball without hesitating or stopping prior to the kick.
- Strike an object using hand and other implement.
- Throw underhand or overhand into or at a target.
- Identify elements leading to a successful motor skill performance.
- Demonstrates safety while participating in physical activity.
- Identify rules and concepts of activities.
- Begin to show enjoyment while participating in physical activity.
- Sustain moderate to vigorous activity for a specific time.
- Demonstrate knowledge of cooperation, sharing, and consideration of others.
- Demonstrate self-discipline and responsibility while actively participating in class.

Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Manipulative Skills/Ball Skills

Unit Sub-Topics:
1. Rolling
2. Catching
   a. Arm-Body Catch
   b. Hand-Chest Catch
   c. Two-Hand Catch
   d. Rolled Ball
   e. Bounce from Partner
   f. Thrown from Partner
   g. Bounced by Self
   h. Tossed in Air to Self
   i. Tossed Against Wall
3. Throwing
   a. Underhand
   b. Overhand
   c. Bounce Pass
   d. Two-Hand Overhand
4. Bouncing
   a. Bounce and Catch Partner – Self
   b. Push Dribble, Stand Still, Walk, Run
5. Kicking
   a. Stationary Ball, Person
   b. Stationary Ball, Moving Person
   c. Stationery Person, Moving Ball
   d. Moving Ball, Moving Person
   e. Foot Kicks
      i. Inside
      ii. Outside
      iii. Heel
      iv. Top of Foot
      v. Toe
   f. Foot Tap
   g. Dribbling
   h. Punt
6. Striking
   1. Strike Stationary Object with Hands
   2. Strike Bounced Object with Hands
   3. Strike Partner’s Tossed Object with Hands
   4. Strike Self Tossed Objects with Hands
   5. Strike with Implements, Stationary Object
   6. Strike with Implements, Moving Object
7. Safety, Rules, Social Behavior

Time Line: 45 Days

Wisconsin State Standards:
Learner Outcomes:
- Engage in physical activity outside of physical education.
- Demonstrate mature motor patterns in simple combinations.
- Kick a slowly moving ball in the air and along the ground with the instep of a foot.
- Catch a self-tossed object at various levels while moving.
- Dribble a ball with either hand at various levels.
- Throw a ball overhand, using side orientation and opposition, at or into a target.
- Catch using properly positioned hands.
- Strike or volley an object repeatedly with body parts while standing, moving, or at a target.
- Consistently strike a ball with a bat from a tee or cone using correct grip and side orientation.
- Identify an enjoyable activity.
- Try new activities.
- Identify a physical activity that they enjoy, which increases the heart rate.
- Sustain moderate to vigorous activity for a specified time.
- Move safely in self-space and general space.
- Apply rules and procedures, and safe practices with little or no reinforcement.
- Participate in activities showing sportsmanship and fair play.
- Safely manage equipment in a group setting.
- Work cooperatively with another to complete an assigned task.
- Participate in a variety of activities that involve the manipulation of various objects.
- Recognize similar movement concepts in a variety of skills.

Instructional Strategies:
- See Appendix A

Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Manipulative Sports, Skills, and Games/Basketball

Time Line: 7-8 Days

Wisconsin State Standards:

Unit Sub-Topics:

1. History
2. Equipment
3. Dribbling
   a. Left/Right Combination
   b. Directionality
   c. Speeds and Levels
4. Passing
   a. Chest
   b. Bounce
   c. Overhead
   d. One Hand
5. Shooting
   a. Two-handed Underhand
   b. Two-handed Set Shoot (little jump)
   c. One-hand Push Shot (set)
   d. Lay-Up
6. Pivot
   a. Forward
   b. Backward
7. Jump Ball
8. Ball Handling
9. Rebound (box out)
10. Guarding
11. Offensive Skills and Strategies
12. Defensive Skills and Strategies
13. Safety, Rules, Social Behavior

Learner Outcomes:

- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills.
- Change directions during group activities while dribbling a ball.
- Transfer simple sequence patterns using combinations of movements.
- Understand the purpose of rules and put that knowledge into practice.
- Describe essential elements of mature movement patterns.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in other’s activities.
- Cooperate in a group setting or with a partner.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principals in an activity situation.
• Pass, catch and shoot using mature motor patterns.

**Instructional Strategies:**
• See Appendix A

**Integration:**
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
• See Appendix B

**Suggested Assessments:**
• See Appendix C
Physical Education: Grade 4

Unit: Manipulative Sports, Skills, and Games/Basketball

Time Line: 7-8 Days

Wisconsin State Standards:

Unit Sub-Topics:

1. History
2. Equipment
3. Dribbling
   a. Left/Right Combination
   b. Directionality
   c. Speeds and Levels
4. Passing
   a. Chest
   b. Bounce
   c. Overhead
   d. One Hand
5. Shooting
   a. Two-handed Underhand
   b. Two-handed Set Shoot (little jump)
   c. One-hand Push Shot (set)
   d. Lay-Up
6. Pivot
   a. Forward
   b. Backward
7. Jump Ball
8. Ball Handling
9. Rebound (box out)
10. Guarding
11. Offensive Skills and Strategies
12. Defensive Skills and Strategies
13. Safety, Rules, Social Behavior

Learner Outcomes:

- Participate regularly in activities of their choice outside of physical education for a specified time.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Demonstrate mature forms of passing, catching, and shooting.
- Dribble a ball with hands at various levels and speeds, and maintain control while traveling with a group.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principles in activity situations and work independently and on task.

**Instructional Strategies:**
- See Appendix A

**Integration:**
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Sports, Skills and Games/ Basketball

Unit Sub-Topics:
1. History
2. Equipment
3. Dribbling
   a. Left/Right Combination
   b. Directionality
   c. Speeds and Levels
4. Passing
   a. Chest
   b. Bounce
   c. Overhead
   d. One Hand
5. Shooting
   a. Two-handed Underhand
   b. Two-handed Set Shoot (little jump)
   c. One-hand Push Shot (set)
   d. Lay-Up
6. Pivot
   a. Forward
   b. Backward
7. Jump Ball
8. Ball Handling
9. Rebound (box out)
10. Guarding
11. Offensive Skills and Strategies
12. Defensive Skills and Strategies
13. Safety, Rules, Social Behavior

Time Line: 7-8 Days

Wisconsin State Standards:
F.8.6, G.8.1, G.8.2, G.8.3, G.8.4

Learner Outcomes:
- Experience games and sports both in and outside of school, based on individual interest and capabilities.
- Demonstrate mature forms of dribbling, shooting, and passing.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify in written form a description of their feeling during participation in a
personally enjoyable activity.

- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

**Instructional Strategies:**

- See Appendix A

**Integration:**

The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**

- See Appendix B

**Suggested Assessments:**

- See Appendix C
Physical Education: Grade 3

Unit:  Manipulative Skills (with Implements)  Time Line:  7-8 Days
Floor Hockey

Unit Sub-Topics:
1. History
2. Equipment
3. Grip
4. Dribble
5. Passing
6. Goal Tending
7. Offensive Skills and Strategies
8. Defensive Skills and Strategies
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.3, B.4.1, B.4.3, B.4.4,
C.4.2, C.4.3, C.4.4, D.4.1, D.4.2,
E.4.1, F.4.1, F.4.2, F.4.3, F.4.5,
G.4.2

Learner Outcomes:
- Participate in physical activity combining basic fundamental motor patterns to form
  beginning sport skills.
- Change directions during group activities while dribbling and/or passing an object.
- Understand the purpose of rules and put that knowledge into practice.
- Identify ways movement concepts can be used to refine movement skills.
- Describe essential elements of mature movement patterns.
- Try new activities.
- Appreciate differences and similarities in others’ physical activities.
- Accept the feelings from involvement in physical activities.
- Regularly participate in physical activity for the purpose of improving skillful
  performance and physical fitness.
- Cooperate in a group setting or with a partner.
- Understand and accept feelings of success and failure.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Work independently and stay on task.
- Distinguish between compliance and non-compliance with game rules.

Instructional Strategies:
- See Appendix A

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies,
health, technology, science, music, and art and can be enhanced through cooperative learning,
positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B

Suggested Assessments:

- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Skills (with Implements)  
Floor Hockey

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Grip
4. Dribble
5. Passing
6. Goal Tending
7. Offensive Skills and Strategies
8. Defensive Skills and Strategies
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.3, B.4.1, B.4.3, B.4.4,  
C.4.2, C.4.3, C.4.4, D.4.1, D.4.2,  
E.4.1, F.4.1, F.4.2, F.4.3, F.4.5,  
G.4.2

Learner Outcomes:
- Identify benefits gained from regular physical activity.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Consistently strike an object, with an implement demonstrating appropriate grip, side to target, and swing plane.
- Describe essential elements of mature movement patterns.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and non-compliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of success and failure.
- Utilize safety principles in activity situations and work independently and on task.

Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
• See Appendix B

Suggested Assessments:
• See Appendix C
Physical Education: Grade 5

Unit: Manipulative Skills (with Implements)  
Floor Hockey  

Time Line: 7-8 Days

Wisconsin State Standards:  

Unit Sub-Topics:  
1. History  
2. Equipment  
3. Grip  
4. Dribble  
5. Passing  
6. Goal Tending  
7. Offensive Skills and Strategies  
8. Defensive Skills and Strategies  
9. Safety, Rules, Social Behavior

Learner Outcomes:  
- Experience games and sports in and outside of school, based on individual interest and capabilities.  
- Identify opportunities in the school and community for regular participation in physical activity.  
- Demonstrate mature forms of passing, stick handling, and goal tending.  
- Consistently strike an object using a hockey stick so that it travels in the intended direction and height.  
- Demonstrate the ability to use appropriate feedback to improve performance.  
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.  
- Use basic offensive and defensive strategies.  
- Identify a personally enjoyable activity.  
- Identify group interaction strategies used during participation in a personally enjoyable activity.  
- Identify their feeling during participation in a personally enjoyable activity.  
- Demonstrate the ability to work with others in a game or physical activity.  
- Distinguish between compliance and noncompliance with game rules.  
- Understand and accept feelings of both success and failure.  
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:  
- See Appendix A

Integration:  
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
  • See Appendix B

Suggested Assessments:
  • See Appendix C
Physical Education: Grade 3

Unit: Manipulative Sports, Skills and Games/ Football

Time Line: 7-8 Days

Unit Sub-Topics:

1. History
2. Equipment
3. Passing
   a. Forward
   b. Pitchout
4. Centering
5. Kicking
   a. Punt
   b. Place Kick
6. Catching
   a. Passed Ball
   b. Kicked Ball
7. Blocking
8. Offensive Skills and Strategies
9. Defensive Skills and Strategies
10. Safety, Rules, Social Behavior

Wisconsin State Standards:

A.4.1, B.4.1, B.4.3, C.4.1, C.4.2, C.4.3,
F.4.4, F.4.5, G.4.2, G.4.3

Learner Outcomes:

- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills
- Change directions during group activities while manipulating an object.
- Transfer simple sequence patterns using combinations of movements.
- Understand the purpose of rules and put that knowledge into practice.
- Describe essential elements of mature movement patterns.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in other’s activities.
- Cooperate in a group setting or with a partner.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Throw, catch, and kick using mature motor patterns.

Instructional Strategies:

- See Appendix A
Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Sports, Skills and Games/ Football

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Passing
   a. Forward
   b. Pitchout
4. Centering
5. Kicking
   a. Punt
   b. Place Kick
6. Catching
   a. Passed Ball
   b. Kicked Ball
7. Blocking
8. Offensive Skills and Strategies
9. Defensive Skills and Strategies
10. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Participate regularly in activities of their choice outside of physical education for a specified time.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Demonstrate the mature motor patterns of throwing, catching, and kicking.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principles in activity situations and work independently and on task.
- Identify activities that contribute to feelings of joy.

Instructional Strategies:
- See Appendix A
Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Sports, Skills, and Games/ Football

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Passing
   a. Forward
   b. Pitchout
4. Centering
5. Kicking
   a. Punt
   b. Place Kick
6. Catching
   a. Passed Ball
   b. Kicked Ball
7. Blocking
8. Offensive Skills and Strategies
9. Defensive Skills and Strategies
10. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Experience games and sports in and outside of school, based on individual interest capabilities.
- Demonstrate mature forms of passing, catching, place kick, and punting.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:
- See Appendix A
Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Kindergarten

Unit: Manipulative Skills/
Playground Activities

Time Line: 2 days

Wisconsin State Standards:
D.4.4, F.4.1, F.4.2, F.4.4, G.4.1,
G.4.2, G.4.3

Unit Sub-Topics:
1. Student Directed Activities
   a. Self
   b. Peer
2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment
3. Safety, Rules, Social Behavior

Learner Outcomes:
- Participate in moderate to vigorous physical activity.
- Identify likes and dislikes connected with participation in physical activity.
- Travel using various locomotor skills, in a large group without bumping anyone or falling.
- Know guidelines and behaviors for the safe use of equipment and apparatus.
- Engage in physical activity
- Begin to show enjoyment while participating in physical activities.
- Demonstrate safety while participating in physical activity.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate knowledge of cooperation, sharing, and consideration.
- Work in individual and group settings while being considerate of others.

Instructional Strategies:
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

Integration:
The kindergarten physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

**Unit:** Manipulative Skills/
Playground Activities

**Time Line:** 2 days

**Unit Sub-Topics:**
1. Student Directed Activities
   a. Self
   b. Peer
2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment
3. Safety, Rules, Social Behavior

**Wisconsin State Standards:**
A.4.3, C.4.1, D.4.1, D.4.2, D.4.3,
D.4.4, F.4.1, F.4.2, F.4.4, G.4.1,
G.4.2, G.4.3

**Learner Outcomes:**
- Participates in a wide variety of activities that involve locomotor, non-locomotor and manipulation of objects outside of physical education class.
- Demonstrates safety while participating in physical activity.
- Identify rules and concepts of activities.
- Sustain moderate to vigorous activity for a specific time.
- Demonstrate safety while participating in physical activity.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate knowledge of cooperation, sharing, and consideration of others.
- Demonstrate self-discipline and responsibility while actively participating in class.
- Work in individual and group settings while being considerate of the differences of others.

**Instructional Strategies:**
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

**Integration:**
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 2

Unit: Manipulative Skills
Playground Activities

Time Line: 2 days

Unit Sub-Topics

1. Student Directed Activities
   a. Self
   b. Peer

2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment

3. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Engage in physical activity outside of physical education.
- Applies movement concepts to a variety of skills.
- Feedback to improve movement phrase.
- Identify a personally enjoyable activity.
- Try new activities.
- Sustain moderate to vigorous activity for a specified time.
- Move safely in self-space and general space.
- Apply rules and procedures, and safe practices with little or no reinforcement.
- Participate in activities showing sportsmanship and fair play.
- Safely manage equipment in a group setting.
- Play and cooperate with others regardless of personal differences.
- Resolve conflicts in socially acceptable ways.

Instructional Strategies:
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Manipulative Skills/
     Playground Activities

Unit Sub-Topics:
1. Student Directed Activities
   a. Self
   b. Peer
2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment
3. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.3, C.4.1, D.4.1, D.4.2, D.4.3,
D.4.4, F.4.1, F.4.2, F.4.4, G.4.1,
G.4.2, G.4.3

Time Line: 2 days

Learner Outcomes:
- Understand the purpose of rules and put that knowledge into practice.
- Try new activities.
- Appreciate differences and similarities in others’ physical activities.
- Accept the feelings from involvement in physical activities.
- Sustain moderate to vigorous activity for a specific time.
- Cooperate in a group setting or with a partner.
- Understand and accept feelings of success and failure.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Work independently and stay on task.
- Distinguish between compliance and noncompliance with game rules
- Be considerate of others in physical activity settings.
- Resolve conflicts in socially acceptable ways.

Instructional Strategies:
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Skills / Playground Activities

Time Line: 2 days

Unit Sub-Topics:
1. Student Directed Activities
   a. Self
   b. Peer
2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment
3. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Participate regularly in activities of their choice outside of physical education for a specific time.
- Recognize fundamental components and strategies used in simple games and activities.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with games rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of the success and failure.
- Utilize safety principles in activity situation and work independently and on task.
- Identify persons from different backgrounds and cultures, and the significance they contribute to various games, dances, and physical activity.
- Identify similarities and differences in others’ physical activity level.

Instructional Strategies:
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:

- See Appendix B

Suggested Assessments:

- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Skills/Playground Activities

Time Line: 2 days

Unit Sub-Topics:
1. Student Directed Activities
   a. Self
   b. Peer
2. Activities
   a. Line Games
   b. Ball Games
   c. Rope Activities
   d. Climbing Apparatus
   e. Fine Motor Manipulatives
   f. Specialized Equipment
3. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Experience games, sports, and dance both in and outside of school, based on individual interest and capabilities.
- Use basic offensive and defensive strategies.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate behaviors showing acceptance of others.
- Work cooperatively with peers of various ability levels.

Instructional Strategies:
- See Appendix A
- Emphasize cooperation, safety, sportsmanship, and fair play during recess and other times on the playground.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
**Physical Education: Grade 3**

**Unit:** Manipulative Skills (with racquets)  
Badminton – Handball – Racquetball – Tennis  

**Time Line:** 7-8 Days

**Unit Sub-Topics:**  
1. History  
2. Equipment  
3. Skills  
   a. Grip  
   b. Serve  
   c. Strokes  
4. Safety, Rules, Strategy, Social Behavior

**Wisconsin State Standards:**  
A.4.1, B.4.1, B.4.3, B.4.4, C.4.1,  
C.4.2, C.4.3, C.4.4, D.4.1, D.4.2,  
F.4.1, F.4.3, F.4.5, G.4.3

**Learner Outcomes:**
- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills.  
- Identify objectives and benefits from frequent physical activity.  
- Change directions during group activities while manipulating an object.  
- Consistently demonstrate proper striking patterns when attempting to hit an object.  
- Strike a softly thrown lightweight ball back to a partner.  
- Understand the purpose of rules and put that knowledge into practice.  
- Identify ways movement concepts can be used to refine movement skills.  
- Describe essential elements of mature movement patterns.  
- Identify one personally enjoyable activity.  
- Try new activities.  
- Appreciate differences and similarities in others’ physical activities.  
- Accept the feelings from involvement in physical activities.  
- Cooperate in a group setting or with a partner.  
- Understand and accept feelings of success and failure.  
- Participate in activities showing sportsmanship and fair play.  
- Utilize safety principles in an activity situation.  
- Work independently and stay on task.  
- Distinguish between compliance and non-compliance with game rules.  
- Consistently strike an object with an implement demonstrating appropriate grip, side to target, and swing plane.
Instructional Strategies:
• See Appendix A

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B

Suggested Assessments:
• See Appendix C
Physical Education: Grade 4

Unit: Manipulative Skills (with racquets)
Badminton – Handball – Racquetball – Tennis

Time Line: 7-8 Weeks

Wisconsin State Standards:

Unit Sub-Topics:
1. History
2. Equipment
3. Skills
   a. Grip
   b. Serve
   c. Strokes
4. Safety, Rules, Strategy, Social Behavior

Learner Outcomes:
- Participate regularly in activities of their choice outside of physical education for a specific time.
- Identify benefits gained from regular physical activity.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Consistently strike an object, with an implement demonstrating appropriate grip, side to target, and swing plane.
- Describe essential elements of mature movement patterns.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Identify activities that contribute to feelings of joy.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principles in activity situations and work independently and on task.

Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Skills (with racquets)
Badminton – Handball – Racquetball – Tennis

Time Line: 7-8 Days

Wisconsin State Standards:
A.8.3, B.8.2, B.8.3, B.8.4, C.8.1,
C.8.4, D.8.1, D.8.2, D.8.3, E.8.1,
F.8.3, F.8.4, F.8.5, F.8.6, G.8.3

Unit Sub-Topics:
1. History
2. Equipment
3. Skills
   a. Grip
   b. Serve
4. Strokes
5. Safety, Rules, Strategy, Social Behavior

Learner Outcomes:
- Experience games and sports both in and outside of school, based on individual interest and capabilities.
- Identify opportunities in the school and community for regular participation in physical activity.
- Identify benefits resulting from participating in different forms of physical activities.
- Demonstrate mature form using a racquet or hand.
- Consistently strike an object using a racquet or hand so that it travels in the intended direction and height.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify their feeling during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:
- See Appendix A

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
  • See Appendix B

Suggested Assessments:
  • See Appendix C
Physical Education: Grade 3

**Unit:** Manipulative Sports, Skills, and Games/Soccer

**Time Line:** 7-8 Days

**Unit Sub-Topics:**

1. **History**
2. **Equipment**
3. **Dribbling**
4. **Kicking**
   a. Place Kick
   b. Punt
   c. Kick for Goal
5. **Passing**
6. **Trapping**
   a. Foot
   b. Single Leg (shin)
   c. Double Leg (both shins)
7. **Body Blocking (the ball)**
8. **Tackling**
9. **Goal Tending**
10. **Offensive Skills and Strategies**
11. **Defensive Skills and Strategies**
12. **Safety, Rules, Social Behavior**

**Wisconsin State Standards:**


**Learner Outcomes:**

- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills.
- Understand the purpose of rules and put that knowledge into practice.
- Describe essential elements of mature movement patterns.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in other’s activities.
- Cooperate in a group setting or with a partner.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Foot dribble a ball, maintain control while traveling in a group.
- Strike a ball back to a partner using a variety of body parts.

**Instructional Strategies:**

- See Appendix A
Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Sports, Skills, and Games/Soccer

Time Line: 7-8 Days

Wisconsin State Standards:

Unit Sub-Topics:
1. History
2. Equipment
3. Dribbling
4. Kicking
   a. Place Kick
   b. Punt
   c. Kick for Goal
5. Passing
6. Trapping
   a. Foot
   b. Single Leg (shin)
   c. Double Leg (both shins)
7. Body Blocking (the ball)
8. Tackling
9. Goal Tending
10. Offensive Skills and Strategies
11. Defensive Skills and Strategies
12. Safety, Rules, Social Behavior

Learner Outcomes:
- Participate regularly in activities of their choice outside of physical education for a specified time.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Demonstrate mature forms of throwing, catching, and kicking.
- Dribble a ball with feet at various speeds and maintain control while traveling with a group.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principles in all activity situations and work independently and on task.
- Identify activities that contribute to feelings of joy.
- Strike a ball back to a partner using a variety of body parts.
Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit:  Manipulative Sports, Skills and Games/ Soccer

Time Line:  7-8 Days

Wisconsin State Standards:
A.8.3, B.8.2, B.8.3, B.8.4, C.8.1,
C.8.2, C.8.3, C.8.4, C.8.5, D.8.2,
F.8.3, F.8.4, F.8.6, G.8.1, G.8.2,
G.8.3, G.8.4

Unit Sub-Topics:
1. History
2. Equipment
3. Dribbling
4. Kicking
   a. Place Kick
   b. Punt
   c. Kick for Goal
5. Passing
6. Trapping
   a. Foot
   b. Single Leg (shin)
   c. Double Leg (both shins)
7. Body Blocking (the ball)
8. Tackling
9. Goal Tending
10. Offensive Skills and Strategies
11. Defensive Skills and Strategies
12. Safety, Rules, Social Behavior

Learner Outcomes:
- Experience games and sports in and outside of school, based on individual interest and capabilities.
- Demonstrate mature forms of throwing, catching, dribbling with feet, kicking, passing, trapping, and goal tending.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify in written form a description of their feeling during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.
Instructional Strategies:
- See Appendix A

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Manipulative Skills (with Implements)  
Softball

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Throwing
   a. Underhand
   b. Overhand
   c. Pitching
4. Catching and Fielding
5. Batting
6. Base Running
7. Offensive Skills and Strategies
8. Defensive Skills and Strategies
9. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills.
- Change directions during group activities while manipulating an object.
- Consistently demonstrate proper striking patterns when attempting to hit a thrown object.
- Understand the purpose of rules and put that knowledge into practice.
- Describe essential elements of mature movement patterns.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in others’ physical activities.
- Accept the feelings from involvement in physical activities.
- Cooperate in a group setting or with a partner.
- Understand and accept feelings of success and failure.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in an activity situation.
- Work independently and stay on task.
- Distinguish between compliance and noncompliance with game rules.
- Throw and catch using mature motor patterns.

Instructional Strategies:
- See Appendix A
Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Skills (with implements) Softball

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Throwing
   a. Underhand
   b. Overhand
   c. Pitching
4. Catching and Fielding
5. Batting
6. Base Running
7. Offensive Skills and Strategies
8. Defensive Skills and Strategies
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.3, B.4.1, B.4.4, C.4.1, C.4.2,
C.4.3, C.4.4, D.4.1, D.4.3, F.4.1,

Learner Outcomes:
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Demonstrate mature forms of throwing, catching, and hitting.
- Escape, catch, or dodge an individual while moving.
- Consistently strike an object, with an implement demonstrating appropriate grip, side to target, and swing plane.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skill and movement to provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of success and failure.
- Utilize safety principles in activity situations and work independently and on task.

Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.
Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Skills (with implements)  
Softball

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Throwing
   a. Underhand
   b. Overhand
   c. Pitching
4. Catching and Fielding
5. Batting
6. Base Running
7. Offensive Skills and Strategies
8. Defensive Skills and Strategies
9. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Experience games and sports in and outside of school, based on individual interest and capabilities.
- Identify opportunities in the school and community for regular participation in physical activity.
- Identify benefits resulting from participation in different forms of physical activity.
- Demonstrate mature forms of throwing, catching, hitting, and fielding.
- Consistently strike a ball using a bat so that it travels in the intended direction and height.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify their feeling during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:
- See Appendix A
Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Manipulative Skills/
Track & Field

Time Line: 4-5 days

Unit Sub-Topics:
1. History
2. Equipment
3. Starts
4. Sprint Technique
5. Distance Techniques
6. Relays
7. Jumping Techniques
8. Strategy
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.1,
C.4.2, D.4.2, E.4.1, E.4.2, F.4.4,
G.4.2, G.4.3

Learner Outcomes:
- Perform locomotor movements, starting and stopping on command and in control.
- Describe essential elements of mature movement patterns.
- Try new activities.
- Appreciate differences and similarities in others’ physical activities.
- Sustain moderate to vigorous activity for a specific time.
- Monitor heart rate.
- Cooperate in a group setting or with a partner.
- Understand and accept feelings of success and failure.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in a activity situation.
- Work independently and stay on task.
- Be considerate of others in physical activity settings.

Instructional Strategies:
- See Appendix A

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies,
health, technology, science, music, and art and can be enhanced through cooperative learning,
positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Skills/Track & Field

Time Line: 4-5 days

Unit Sub-Topics:
1. History
2. Equipment
3. Starts
4. Sprint Technique
5. Distance Techniques
6. Relays
7. Jumping Techniques
8. Strategy
9. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Jump and land for height and distance using mature motor patterns
- Develop patterns and a combination of movements into repeatable sequences.
- Describe essential elements of mature movement patterns.
- Celebrate personal successes and achievements and those of others.
- Maintain continuous aerobic activity for a specific time.
- Monitor heart rate.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of the success and failure.
- Utilize safety principles in activity situation and work independently and on task.
- Identify similarities and differences in others physical activity level.

Instructional Strategies:
- See Appendix A

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
**Physical Education: Grade 5**

**Unit:** Manipulative Skills/
Track & Field

**Time Line:** 4-5 days

**Unit Sub-Topics:**
1. History
2. Equipment
3. Starts
4. Sprint Technique
5. Distance Techniques
6. Relays
7. Jumping Techniques
8. Strategy
9. Safety - Rules - Social Behavior

**Wisconsin State Standards:**
- C.8.5, D.8.1, D.8.3, D.8.4, E.8.1,
- E.8.2, E.8.3, F.8.5, G.8.1, G.8.3,
- G.8.4

**Learner Outcomes:**
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Maintain continuous aerobic activity for a specific time.
- Demonstrate the ability to work with others in a game or physical activity.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.
- Demonstrate behaviors showing acceptance of others.
- Work cooperatively with peers of various ability levels.

**Instructional Strategies:**
- See Appendix A

**Integration:**
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 3

Unit: Manipulative Sports, Skills, and Games/Volleyball

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Serve
   a. Underhand
   b. Sidearm
   c. Overhand
4. Passing (Volley)
   a. Set (Overhead Pass)
   b. Bump (Forearm Pass)
   c. Dig
5. Team Position and Rotation
6. Offensive Skills and Strategies
7. Defensive Skills and Strategies
8. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Participate in physical activity combining basic fundamental motor patterns to form beginning sports skills.
- Change directions during group activities while manipulating an object.
- Consistently demonstrate proper striking patterns when attempting to hit a thrown object.
- Strike a softly thrown light weight ball back to a partner using arms and hands.
- Understand the purpose of rules and put that knowledge into practice.
- Demonstrate essential elements of mature patterns while serving or passing.
- Identify one personally enjoyable activity.
- Try new activities.
- Appreciate differences and similarities in other’s activities.
- Cooperate in a group setting or with a partner.
- Participate in activities showing sportsmanship and fair play.
- Utilize safety principles in activity situations.

Instructional Strategies:
- See Appendix A
Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Manipulative Sports, Skills, and Games/Volleyball

Time Line: 7-8 Days

Unit Sub-Topics:
1. History
2. Equipment
3. Serve
   a. Underhand
   b. Sidearm
   c. Overhand
4. Passing (Volley)
   a. Set (Overhead Pass)
   b. Bump (Forearm Pass)
   c. Dig
5. Team Position and Rotation
6. Offensive Skills and Strategies
7. Defensive Skills and Strategies
8. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Participate regularly in activities of their choice outside of physical education for a specified time.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Demonstrate mature forms of passing and serving.
- Recognize fundamental components and strategies used in simple games and activities.
- Use elements of skills and movements or provide feedback to others.
- Celebrate personal successes and achievements and those of others.
- Distinguish between compliance and noncompliance with game rules.
- Participate in activities showing sportsmanship and fair play.
- Understand and accept feelings of both success and failure.
- Utilize safety principles in activity situations and work independently and on task.
- Identify activities that contribute to feelings of joy.
- Consistently demonstrate proper striking patterns when attempting to hit a thrown object.

Instructional Strategies:
- See Appendix A
Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Manipulative Sports, Skills and Games/Volleyball

Time Line: 7-8 Days

Unit Sub-Topics:

1. History
2. Equipment
3. Serve
   a. Underhand
   b. Sidearm
   c. Overhand
4. Passing (Volley)
   a. Set (Overhead Pass)
   b. Bump (Forearm Pass)
   c. Dig
5. Team Position and Rotation
6. Offensive Skills and Strategies
7. Defensive Skills and Strategies
8. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:

- Experience games, sports, and dance both in and outside of school, based on individual interest and capabilities.
- Demonstrate mature forms of throwing, catching, dribbling with hands and feet, kicking, striking, and volleying.
- Demonstrate the ability to use appropriate feedback to improve performance.
- Identify proper warm-up, conditioning, and cool down techniques and the reason for using them.
- Use basic offensive and defensive strategies.
- Identify a personally enjoyable activity.
- Identify group interaction strategies used during participation in a personally enjoyable activity.
- Identify in written form a description of their feeling during participation in a personally enjoyable activity.
- Demonstrate the ability to work with others in a game or physical activity.
- Distinguish between compliance and noncompliance with game rules.
- Understand and accept feelings of both success and failure.
- Participate in activities showing sportsmanship and fair play.

Instructional Strategies:

- See Appendix A
Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Movement Concepts – Locomotor Activities K-2
Physical Education: Kindergarten

**Unit:** Movement Concepts/Locomotor Activities  
**Time Line:** 10 Days

**Unit Sub-Topics:**
1. Walk  
2. Run  
3. Gallop  
4. Slide  
5. Hop  
6. Jump  
7. Skip  
8. Leap  
9. Safety, Rules, Social Behavior

**Wisconsin State Standards:**
B.4.1, C.4.1, E.4.2, F.4.4

**Learner Outcomes:**
- Perform fundamental motor skills through instruction and physical activity
- Travel using various locomotor skills in a large group without bumping anyone or falling
- Walk and run using mature motor pattern
- Engage in physical activity
- Sustain moderate to vigorous activity
- Demonstrates safety while participating in physical activity
- Try new activities

**Instructional Strategies:**
- See Appendix A

**Integration:**
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 1

Unit: Movement Concepts/Locomotor Activities

Time Line: 10 Days

Unit Sub-Topics:
1. Walk
2. Run
3. Gallop
4. Slide
5. Hop
6. Jump
7. Skip
8. Leap
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
B.4.1, C.4.1, E.4.2, F.4.4

Learner Outcomes:
• Participates in a wide variety of activities that involve locomotor skills outside of physical education class
• Demonstrates competency in many movement forms
• Use different locomotor skills to move at different speeds, levels, and directions while moving in general space
• Demonstrated safety while participating in physical activity
• Sustain moderate to vigorous activity for a specific time

Instructional Strategies:
• See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, social studies, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B

Suggested Assessments:
• See Appendix C
Physical Education: Grade 2

Unit: Movement Concepts/Locomotor Activities

Time Line: 10 days

Unit Sub-Topics:
1. Walk
2. Run
3. Gallop
4. Slide
5. Hop
6. Jump
7. Skip
8. Leap
9. Safety, Rules, Social Behavior

Wisconsin State Standards:
B.4.1, C.4.1, E.4.2, F.4.4

Learner Outcomes:
- Demonstrates mature forms of skipping, hopping, galloping, sliding, leaping
- Demonstrates mature motor patterns in similar patterns
- Demonstrates competency in many movement forms
- Move safely in self-space and general space
- Try new activities

Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Movement Concepts – Perceptual Motor Activities

K-2
Physical Education: Kindergarten

Unit: Movement Concepts/Perceptual Motor Activities

Time Line: 10 days

Wisconsin State Standards:
A.4.1, B.4.1, B.4.2, C.4.1, F.4.2

Unit Sub-Topics:
1. Body Awareness
2. Balance
3. Differentiation of Body Parts
4. Spatial Concepts
5. Safety, Rules, Social Behavior

Learner Outcomes:
- Perform fundamental motor skills through instruction and physical activity
- Travel using various locomotor skills in a large group without bumping anyone or falling
- Travel in a forward and sideways direction and change direction in response to a signal
- Place a variety of body parts into high, medium, and low levels
- Make both large and small body shapes
- Identify selected body parts, skills, and movement concept
- Distinguish between straight, curved, and zigzag pathways while traveling in various ways
- Form round, narrow, wide, and twisted body shapes alone and with a partner
- Demonstrates clear contrasts between slow and fast speeds as they travel
- Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, alongside, through)
- Demonstrate safety while participating in physical activity

Instructional Strategies:
- See Appendix A

Integration:
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

Unit: Movement Concepts/Perceptual Motor Activities
Time Line: 10 Days

Unit Sub-Topics:
1. Body awareness
2. Balance
3. Differentiation of body parts
4. Spatial concepts
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, B.4.1, B.4.2, C.4.1, F.4.2

Learner Outcomes:
- Balance on a variety of body parts
- Show hand and foot dominance
- Use different locomotor skills to move at different speeds, levels, and directions while moving in general space
- Move forward, backward, and sideways, changing directions safely
- Move with music using various locomotor movements
- Move, alone or with a partner, using various levels, shapes and pathways
- Identify elements leading to a successful motor skill performance
- Demonstrate safety while participating in physical activity
- Demonstrates self-discipline and responsibility while actively participating in class

Instructional Strategies:
- See Appendix A

Integration:
The grade 1 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Movement Concepts/Perceptual Motor Activities  
Time Line: 10 Days

Unit Sub-Topics:
1. Body Awareness  
2. Balance  
3. Differentiation of Body Parts  
4. Spatial Concepts  
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, B.4.1, B.4.2, C.4.1, F.4.2

Learner Outcomes:
- Demonstrate mature motor patterns in simple combinations  
- Travel, changing speed and directions, in response to a variety of rhythms  
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts  
- Applies movement concepts to a variety of skills  
- Move safely in self-space and general space  
- Work cooperatively with another to complete an assigned task  
- Use different locomotor skills to move at different speeds, levels, and directions while moving in general space

Instructional Strategies:
- See Appendix A

Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B

Suggested Assessments:
- See Appendix C
Outdoor Pursuits
3-5
Physical Education: Grade 3

**Unit:** Outdoor Pursuits/Bicycling

**Time Line:** 4 Days

**Unit Sub-Topics:**
1. Fitness
2. Balance
3. Coordination
4. Equipment
5. Safety, Rules, Social Behavior

**Wisconsin State Standards:**
A.4.1, A.4.2, A.4.3, B.4.2, C.4.4, 
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2, 
F.4.2, G.4.1

**Learner Outcomes:**
- Will be aware of the safety involved with alternative activities to do outside of class, specifically biking.
- Will gain an appreciation for the opportunities of challenge and enjoyment during biking.
- Will demonstrate communication, teamwork, and group cooperative skills during the bike safety activities.
- Balance with control on a moving object.
- Maintain continuous aerobic activity for a specified time.

**Instructional Strategies:**
- See Appendix A
- Lecture/Demonstration on the proper fitting of helmets.
- Participate in walking obstacle course with road crossing, turns, slow and fast lanes, hand signals, ride against traffic, etc.
- Activities that demonstrate proper hand signals with partners without allowing students to talk.

**Integration:**
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

**Suggested Activities/Resources:**
- See Appendix B
- From A to Z by Bike: Project Bike Care (p. 25 for hand signals)
- All About Risk Watch: Bike and Pedestrian Safety
- Bicycle Safety: A ‘Wheely’ Good Idea
- Bike Safety Curriculum K-5 by Emma Jones

**Suggested Assessments:**
- See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/Bicycling

Time Line: 2-4 Days

Unit Sub-Topics:
1. Fitness
2. Balance
3. Coordination
4. Equipment
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.2, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
• Will be aware of the safety involved with alternative activities to do outside of class, specifically biking.
• Will gain an appreciation for the opportunities of challenge and enjoyment during biking.
• Will demonstrate communication, teamwork, and group cooperative skills during the bike safety activities.
• Balance with control on a moving object.
• Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
• See Appendix A
• Lecture/Demonstration on the proper fitting of helmets.
• Participate in walking obstacle course with road crossing, turns, slow and fast lanes, hand signals, ride against traffic, etc.
• Activities that demonstrate proper hand signals with partners without allowing students to talk.

Integration:
The Grade 4 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B
• From A to Z by Bike: Project Bike Care (p. 25 for hand signals)
• All About Risk Watch: Bike and Pedestrian Safety
• Bicycle Safety: A ‘Wheely’ Good Idea
• Bike Safety Curriculum K-5 by Emma Jones

Suggested Assessments:
• See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/Bicycling

Time Line: 2-4 Days

Unit Sub-Topics:
1. Fitness
2. Balance
3. Coordination
4. Equipment
5. Responsibility
6. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of the safety involved with alternative activities to do outside of class, specifically biking.
- Will gain an appreciation for the opportunities of challenge and enjoyment during biking.
- Will demonstrate communication, teamwork, and group cooperative skills during the bike safety activities.
- Balance with control on a moving object.
- Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
- See Appendix A
- Lecture/Demonstration on the proper fitting of helmets.
- Participate in walking obstacle course with road crossing, turns, slow and fast lanes, hand signals, ride against traffic, etc.
- Activities that demonstrate proper hand signals with partners without allowing students to talk.

Integration:
The Grade 5 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- From A to Z by Bike: Project Bike Care (p. 25 for hand signals)
- All About Risk Watch: Bike and Pedestrian Safety
- Bicycle Safety: A ‘Wheely’ Good Idea
- Bike Safety Curriculum K-5 by Emma Jones

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Outdoor Pursuits/Cross-Country Skiing  Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Fitness
2. Balance
3. Bilateral coordination
4. Agility: control, speed, directional change
5. Uphill/downhill maneuvers – control
6. Equipment usage
7. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically Cross Country Skiing.
- Will learn competency in the basic skills related to cross country skiing, specifically moving forward, turning, pole use, and incline/decline as available.
- Will demonstrate fitness levels during activity through the use of pulse sticks/FitnessGram.
- Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, equipment, local cross country skiing opportunities, i.e. Hixon Forest, Goose Island, etc.
- Task cards on basic skills (see files).
- Set up relay races in space available. Set up a circuit course with multiple skills in space available, i.e. from point A to B double pole, B to C step turn around cones, etc.

Integration:
The Grade 3 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Cross Country Skiing packet, December 2003
- Five Minute Equipment Reference: The Essentials
- Setting up your Program packet: www.cwu.edu

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/Cross Country Skiing

Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Fitness
2. Balance
3. Bilateral coordination
4. Agility: control, speed, directional change
5. Uphill/downhill maneuvers – control
6. Equipment usage
7. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
• Will be aware of alternative to activities do outside of class, in winter, specifically Cross Country Skiing.
• Will learn competency in the basic skills related to cross country skiing, specifically moving forward, turning, pole use, and incline/decline as available.
• Will demonstrate fitness levels during activity through the use of pulse sticks/FitnessGram.
• Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
• See Appendix A
• Lecture/demonstration on clothing, equipment, local cross country skiing opportunities, i.e. Hixon Forest, Goose Island, etc.
• Task cards on basic skills (see files).
• Set up relay races in space available. Set up a circuit course with multiple skills in space available, i.e. from point A to B double pole, B to C step turn around cones, etc.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B
• Cross Country Skiing packet, December 2003
• Five Minute Equipment Reference: The Essentials
• Setting up your Program packet: www.cwu.edu

Suggested Assessments:
• See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/Cross Country Skiing

Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Fitness
2. Balance
3. Bilateral coordination
4. Agility: control, speed, directional change
5. Uphill/downhill maneuvers – control
6. Equipment usage

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically Cross Country Skiing.
- Will learn competency in the basic skills related to cross country skiing, specifically moving forward, turning, pole use, and incline/decline as available.
- Will demonstrate fitness levels during activity through the use of pulse sticks/FitnessGram.
- Maintain continuous aerobic activity for a specified time

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, equipment, local cross country skiing opportunities, i.e. Hixon Forest, Goose Island, etc.
- Task cards on basic skills (see files).
- Set up relay races in space available. Set up a circuit course with multiple skills in space available, i.e. from point A to B double pole, B to C step turn around cones, etc.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Cross Country Skiing packet, December 2003
- Five Minute Equipment Reference: The Essentials
- Setting up your Program packet: www.cwu.edu

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Outdoor Pursuits/In-Line Skating

Time Line: 2-4 Days

Unit Sub-Topics:
1. Fitness
2. Balance
3. Coordination
4. Agility: control, speed, direction
5. Equipment
6. Responsibility
7. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.2, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
• Will be aware of alternative activities to do outside of class, In-Line Skating.
• Will be able to demonstrate a fall using all of the proper safety equipment.
• Will be able to successfully navigate a simulated urban in-line obstacle course.
• Balance with control on a moving object.
• Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
• See Appendix A
• Lecture/demonstration on local in-line skating opportunities, i.e. skate parks, rabbit trails, Myrick Park, neighborhood.
• Lecture/demonstration on use of equipment, i.e. helmets, knee and elbow pads, and wrist guards.
• Safety check task cards (see file).
• Design obstacle course with road crossing, curb jumps, S-turns, stopping, incline/decline as available.

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B
• In-Line Skating Task Cards/Block Plan
• Fitness In-Line Skating by Suzanne Nottingham and Frank Fedel, 1997, 176 pp, ISBN: 08773229827

Suggested Assessments:
• See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/In-Line Skating  Time Line: 2-4 Days

Unit Sub-Topics:
1) Fitness
2) Balance
3) Coordination
4) Agility: control, speed, direction
5) Equipment
6) Responsibility
7) Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.2, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, In-Line Skating.
- Will be able to demonstrate a fall using all of the proper safety equipment.
- Will be able to successfully navigate a simulated urban in-line obstacle course.
- Balance with control on a moving object.
- Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on local in-line skating opportunities, i.e. skate parks, rabbit trails, Myrick Park, neighborhood.
- Lecture/demonstration on use of equipment, i.e. helmets, knee and elbow pads, and wrist guards.
- Safety check task cards (see file).
- Design obstacle course with road crossing, curb jumps, S-turns, stopping, incline/decline as available.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- In-Line Skating Task Cards/Block Plan

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/In-Line Skating

Time Line: 2-4 Days

Unit Sub-Topics:
1. Fitness
2. Balance
3. Coordination
4. Agility: control, speed, direction
5. Equipment
6. Responsibility
7. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, In-Line Skating.
- Will be able to demonstrate a fall using all of the proper safety equipment.
- Will be able to successfully navigate a simulated urban in-line obstacle course.
- Balance with control on a moving object.
- Maintain continuous aerobic activity for a specified time.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on local in-line skating opportunities, i.e. skate parks, rabbit trails, Myrick Park, neighborhood.
- Lecture/demonstration on use of equipment, i.e. helmets, knee and elbow pads, and wrist guards.
- Safety check task cards (see file).
- Design obstacle course with road crossing, curb jumps, S-turns, stopping, incline/decline as available.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- In-Line Skating Task Cards/Block Plan

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Outdoor Pursuits/Orienteering

Time Line: 2-4 Days

Unit Sub-Topics:
1. Compass
2. Cardinal directions
3. Survival skills
4. Spatial awareness
5. Equipment usage
6. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
- Will gain an appreciation for the opportunities of challenge, and enjoyment during urban orienteering activity.
- Will demonstrate respect for others while in a problem solving environment.
- Will demonstrate teamwork and group cooperation during an orienteering challenge course.

Instructional Strategies:
- See Appendix A
- Design short/basic urban orienteering course throughout school grounds (see instant activity packet).
- Use group activities such as Map Symbol Relay, use self rating scale with Helison’s Model of Social Responsibility.
- Have students work together in groups of 2-3 and use activities such as Direction Walk.
- Journal about the importance of teamwork and cooperation in an orienteering activity.

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Instant Activity Packet – Score Zero, Map Symbol Relay, Direction Walk
- Orienteering and Competitive Orienteering packets
- Orienteering Outline packet: www.cwu.edu

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/Orienteering

Unit Sub-Topics:
1. Compass
2. Cardinal directions
3. Survival skills
4. Spatial awareness
5. Equipment usage
6. Safety, Rules, Social Behavior

Time Line: 2-4 Days

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
• Will gain an appreciation for the opportunities of challenge, and enjoyment during urban orienteering activity.
• Will demonstrate respect for others while in a problem solving environment.
• Will demonstrate teamwork and group cooperation during an orienteering challenge course.

Instructional Strategies:
• See Appendix A
• Design short/basic urban orienteering course throughout school grounds (see instant activity packet).
• Use group activities such as Map Symbol Relay, use self rating scale with Helison’s Model of Social Responsibility.
• Have students work together in groups of 2-3 and use activities such as Direction Walk.
• Journal about the importance of teamwork and cooperation in an orienteering activity.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
• See Appendix B
• Instant Activity Packet – Score Zero, Map Symbol Relay, Direction Walk
• Orienteering and Competitive Orienteering packets
• Orienteering Outline packet: www.cwu.edu

Suggested Assessments:
• See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/Orienteering

Time Line: 2-4 Days

Unit Sub-Topics:
1. Compass
2. Cardinal directions
3. Survival skills
4. Spatial awareness
5. Equipment usage
6. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Will gain an appreciation for the opportunities of challenge, and enjoyment during urban orienteering activity.
- Will demonstrate respect for others while in a problem solving environment.
- Will demonstrate teamwork and group cooperation during an orienteering challenge course.

Instructional Strategies:
- See Appendix A
- Design short/basic urban orienteering course throughout school grounds (see instant activity packet).
- Use group activities such as Map Symbol Relay, use self rating scale with Helison’s Model of Social Responsibility.
- Have students work together in groups of 2-3 and use activities such as Direction Walk.
- Journal about the importance of teamwork and cooperation in an orienteering activity.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Instant Activity Packet – Score Zero, Map Symbol Relay, Direction Walk
- Orienteering and Competitive Orienteering packets
- Orienteering Outline packet: www.cwu.edu

Suggested Assessments:
- See Appendix C
Physical Education: Kindergarten

Unit: Outdoor Pursuits/Sledding

Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use.
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The Kindergarten Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 1

Unit: Outdoor Pursuits/Sledding

Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use.
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The Grade 1 Physical Education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 2

Unit: Outdoor Pursuits/Sledding

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Time Line: 2-4 Lessons

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use.
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The grade 2 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Outdoor Pursuits/Sledding

Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.3, C.4.4,
D.4.1, D.4.2, D.4.3, D.4.4, E.4.2,
F.4.2, G.4.1

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/Sledding

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Time Line: 2-4 Lessons

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities.

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use.
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/Sledding  
Time Line: 2-4 Lessons

Unit Sub-Topics:
1. Balance
2. Coordination
3. Equipment Usage
4. Fitness
5. Safety, Rules, Social Behavior

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically sledding.
- Will display physical fitness levels during sledding activities through pulse sticks, and pedometers.
- Will learn about different cultures and how they attribute to various physical activities

Instructional Strategies:
- See Appendix A
- Lecture/demonstration on clothing, local sledding opportunities, i.e. golf course, etc.
- Human Sled Pull Iditarod (see file). Use pulse sticks.
- Running the Iditarod: The last race on earth (see file). Track training by pedometer use.
- Running the Iditarod: The last race on earth. – Diary Entry #1: Research someone participating in the actual Iditarod race.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Human Sled Pull

Suggested Assessments:
- See Appendix C
Physical Education: Grade 3

Unit: Outdoor Pursuits/Snow Shoes

Unit Sub-Topics:
1. Equipment usage
2. Spatial awareness
3. Fitness – endurance, strength, flexibility
4. Balance
5. Agility – direction, speed, control
6. Bilateral coordination
7. Safety, Rules, Social Behavior

Time Line: 2-4 Days

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically snow shoeing.
- Will learn how to adjust snow shoes and walk for a sustained period of time at a moderate rate.
- Individuals will learn to treat group members with respect while in a problem-solving environment.

Instructional Strategies:
- See Appendix A
- Lecture demonstration on clothing, local snow shoeing opportunities, i.e. silent sports, Hixon Forest, Norskedalen, Perrot State Park, and school yard.
- Lecture demonstration using pedometers or pulse sticks, warm-up, walk, snow shoe biathlon, snow shoe bocce ball, and snow shoe relay races.
- Avalanche crossing, self-rating scale with Helison’s Model of Social Responsibility.

Integration:
The grade 3 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Internet assignment or community scavenger hunt.
- Description of how to play bocce ball, biathlon, and scavenger hunt.
- Directions on how to do an avalanche crossing in groups of 4. Self-rating Scale Form, level 1-4 at the end of class.

Suggested Assessments:
- See Appendix C
Physical Education: Grade 4

Unit: Outdoor Pursuits/Snow Shoes

Unit Sub-Topics:
1. Equipment usage
2. Spatial awareness
3. Fitness – endurance, strength, flexibility
4. Balance
5. Agility – direction, speed, control
6. Bilateral coordination
7. Safety, Rules, Social Behavior

Time Line: 2-4 Days

Wisconsin State Standards:

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically snow shoeing.
- Will learn how to adjust snow shoes and walk for a sustained period of time at a moderate rate.
- Individuals will learn to treat group members with respect while in a problem-solving environment.

Instructional Strategies:
- See Appendix A
- Lecture demonstration on clothing, local snow shoeing opportunities, i.e. silent sports, Hixon Forest, Norskedalen, Perrot State Park, and school yard.
- Lecture demonstration using pedometers or pulse sticks, warm-up, walk, snow shoe biathlon, snow shoe bocce ball, and snow shoe relay races.
- Avalanche crossing, self-rating scale with Helison’s Model of Social Responsibility.

Integration:
The grade 4 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Internet assignment or community scavenger hunt.
- Description of how to play bocce ball, biathlon, and scavenger hunt.
- Directions on how to do an avalanche crossing in groups of 4. Self-rating Scale Form, level 1-4 at the end of class.

Suggested Assessments:
- See Appendix C
Physical Education: Grade 5

Unit: Outdoor Pursuits/Snow Shoes

Time Line: 2-4 Days

Unit Sub-Topics:
1. Equipment usage
2. Spatial awareness
3. Fitness – endurance, strength, flexibility
4. Balance
5. Agility – direction, speed, control
6. Bilateral coordination
7. Safety, Rules, Social Behavior

Wisconsin State Standards:
E.8.1, F.8.5, G.8.1, G.8.2, G.8.4

Learner Outcomes:
- Will be aware of alternative activities to do outside of class, in winter, specifically snow shoeing.
- Will learn how to adjust snow shoes and walk for a sustained period of time at a moderate rate.
- Individuals will learn to treat group members with respect while in a problem-solving environment.

Instructional Strategies:
- See Appendix A
- Lecture demonstration on clothing, local snow shoeing opportunities, i.e. silent sports, Hixon Forest, Norskedalen, Perrot State Park, and school yard.
- Lecture demonstration using pedometers or pulse sticks, warm-up, walk, snow shoe biathlon, snow shoe bocce ball, and snow shoe relay races.
- Avalanche crossing, self-rating scale with Helison’s Model of Social Responsibility.

Integration:
The grade 5 physical education curriculum can integrate math, language arts, social studies, health, technology, science, music, and art and can be enhanced through cooperative learning, positive play and social development throughout the year.

Suggested Activities/Resources:
- See Appendix B
- Internet assignment or community scavenger hunt.
- Description of how to play bocce ball, biathlon, and scavenger hunt.
- Directions on how to do an avalanche crossing in groups of 4. Self-rating Scale Form, level 1-4 at the end of class.

Suggested Assessments:
- See Appendix C
Scope

and

Sequence

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Scope and Sequence Table of Contents

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   D. Low Elements
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   B. Dance

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   B. Skill-Related Fitness
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PHYSICAL EDUCATION SCOPE AND SEQUENCE

Explanation of symbols on scope and sequence chart.

I = INTRODUCE: Initial instruction of psychomotor, cognitive, and effective skills that are explained, demonstrated, and practiced.

R = REVIEW AND REINFORCE: Continued instruction of skill level improvement and increase knowledge of techniques.

P = PROFICIENCY: The attainment of an individual’s maximum skill level through instruction and practice.
# Scope and Sequence by Grade Level

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<td>P</td>
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<tr>
<td>I. Adventure Education</td>
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<td>B. Body Awareness</td>
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<td>C. Cooperative Games</td>
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<td>E. Traverse Wall</td>
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<td>G. Horizontal</td>
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<td>H. Safety, Rules, Social Behavior</td>
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<td>II. Educational Dance</td>
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<td>1. Awareness – Sound</td>
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<td>3. Non-Locomotor</td>
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<td>4. Locomotor Response (to music)</td>
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<td>5. Music Games</td>
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<td>B. Dance</td>
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<td>1. Folk/Ethnic Dance</td>
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<td>2. Square Dance</td>
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<td>3. Social Dance</td>
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<td>5. Elements of Dances (creative dance)</td>
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<tr>
<td>III. Fitness and Wellness</td>
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<td>A. Health-Related Fitness</td>
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<td>1. Flexibility</td>
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<td>3. Muscle Strength</td>
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<td>B. Skill-Related Fitness</td>
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<td>1. Agility</td>
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<td>2. Balance</td>
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<td>3. Coordination</td>
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<td>5. Reaction Time</td>
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<td>6. Speed</td>
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Revised 4/5/05
### Scope and Sequence

#### Grade Levels

- **I** = Introduce
- **R** = Review and Reinforce
- **P** = Proficiency

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<thead>
<tr>
<th>Scope and Sequence</th>
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<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
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#### 7. Safety, Rules, Social Behavior

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<th>Grade Levels</th>
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</thead>
<tbody>
<tr>
<td>I R R R R R</td>
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</tbody>
</table>

#### C. Jump Rope

- **1. Short rope skills**
  - Grade Levels: I R R R R R
- **2. Long rope skills**
  - Grade Levels: I R R R R R

#### D. FitnessGram

<table>
<thead>
<tr>
<th>Grade Levels</th>
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</thead>
<tbody>
<tr>
<td>I R R R R R</td>
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</table>

#### IV. Gymnastics

##### A. Apparatus

- **1. History**
  - Grade Levels: I R R R R R
- **2. Balance Beam**
  - Grade Levels: I R R R R R
- **3. Vaulting Box**
  - Grade Levels: I R R R R R
- **4. Horizontal Bar**
  - Grade Levels: I R R R R R
- **5. Parallel Bars**
  - Grade Levels: I R R R R R
- **6. Ropes (Climbing and Cargo)**
  - Grade Levels: I R R R R R
- **7. Springboard**
  - Grade Levels: I R R R R R
- **8. Safety, Rules, Social Behavior**
  - Grade Levels: I R R R R R

##### B. Floor Exercise

- **1. Stunts**
  - Grade Levels: I R R R R R
- **2. Tumbling**
  - Grade Levels: I R R R R R
- **3. Routines**
  - Grade Levels: I R R R R R
- **4. Safety, Rules, Social Behavior**
  - Grade Levels: I R R R R R

#### V. Manipulatives (Sports Skills and Games)

##### A. Ball Skills

- **1. Rolling**
  - Grade Levels: I R R R R R
- **2. Catching**
  - Grade Levels: I R R R R R
- **3. Throwing**
  - Grade Levels: I R R R R R
- **4. Bouncing**
  - Grade Levels: I R R R R R
- **5. Kicking**
  - Grade Levels: I R R R R R
- **6. Striking**
  - Grade Levels: I R R R R R
- **7. Safety, Rules, Social Behavior**
  - Grade Levels: I R R R R R

##### B. Basketball

- **1. History**
  - Grade Levels: I R R R R R
- **2. Equipment**
  - Grade Levels: I R R R R R
- **3. Dribbling**
  - Grade Levels: I R R R R R
- **4. Passing**
  - Grade Levels: I R R R R R
- **5. Shooting**
  - Grade Levels: I R R R R R
- **6. Pivot**
  - Grade Levels: I R R R R R
- **7. Jump Ball**
  - Grade Levels: I R R R R R
- **8. Ball Handling**
  - Grade Levels: I R R R R R
- **9. Rebound**
  - Grade Levels: I R R R R R
- **10. Guarding**
  - Grade Levels: I R R R R R
- **11. Offensive Skills and Strategies**
  - Grade Levels: I R R R R R
- **12. Defensive Skills and Strategies**
  - Grade Levels: I R R R R R
- **13. Safety, Rules, Social Behavior**
  - Grade Levels: I R R R R R

##### C. Badminton

- **1. History**
  - Grade Levels: I R R R R R

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Revised 4/5/05
## Scope and Sequence

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## Scope and Sequence

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### 6. Offensive Skills and Strategies

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### 7. Defensive Skills and Strategies

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### VI. Movement Concepts

#### A. Locomotor Activities

<table>
<thead>
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<th>Activity</th>
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<tr>
<td>Walk</td>
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<tr>
<td>Run</td>
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<td>Gallop</td>
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<td>Slide</td>
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<td>Hop</td>
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<td>Jump</td>
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<tr>
<td>Skip</td>
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#### B. Perceptual Motor Activities

<table>
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<td>I  R  P</td>
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<td>Differentiation of Body Parts</td>
<td>I  R  P</td>
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<td>Spatial Concepts</td>
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### VII. Outdoor Pursuits

#### A. Bicycling

<table>
<thead>
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<tr>
<td>Balance</td>
<td>I  I  I</td>
</tr>
<tr>
<td>Coordination</td>
<td>I  I  I</td>
</tr>
<tr>
<td>Agility: Control, Speed, Direction</td>
<td>I  I  I</td>
</tr>
<tr>
<td>Equipment</td>
<td>I  I  I</td>
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<tr>
<td>Safety, Rules, Social Behavior</td>
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#### B. Cross-Country Skiing

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<tr>
<td>Balance</td>
<td>I  I  I</td>
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<tr>
<td>Bilateral Coordination</td>
<td>I  I  I</td>
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<tr>
<td>Agility: Control, Speed, Direction</td>
<td>I  I  I</td>
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<tr>
<td>Equipment</td>
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<td>Uphill/Downhill maneuvers-control</td>
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#### C. In-Line Skating

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<tr>
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<tr>
<td>Coordination</td>
<td>I  I  I</td>
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<td>Agility: Control, Speed, Direction</td>
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#### D. Orienteering

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<tr>
<td>Compass</td>
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<td>P= Proficiency</td>
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3. Survival Skills
4. Spatial Awareness
5. Equipment Usage
6. Safety, Rules, Social Behavior

E. Sledding
1. Balance
2. Coordination
3. Agility: Control, Speed, Direction
4. Equipment Usage
5. Safety, Rules, Social Behavior

F. Snow Shoes
1. Fitness, Endurance, Strength, Flexibility
2. Balance
3. Bilateral Coordination
4. Agility: Control, Speed, Direction
5. Spatial Awareness
6. Equipment Usage
7. Safety, Rules, Social Behavior
Appendix A
APPENDIX A: Instructional Strategies

Style 1: Individual Program/Self-Check

Characteristics:
- Increases student decision-making opportunities
- Student controls speed of progression
- Often uses task cards with progressions

Advantages:
- Students have more freedom
- If allowed to choose their activities it can be more motivating

Disadvantages:
- Requires lots of planning
- Teacher must be flexible and have excellent content knowledge because of planning challenges
- Success depends on student motivation to give best effort

Style 2: Practice/Task

Characteristics:
- Students make some decisions about when to begin
- Can practice at own pace

Advantages:
- More freedom
- Range of acceptable performance can be set
- Frees teacher to move around the class
- Feedback can be given privately
- Equipment use more effective because not all students are performing identically

Disadvantages:
- Simple tasks still lack individualization
- Students can give low effort and not be seen
Style 3: **Command**

**Characteristics:**
- Teacher dominates all decision making
- Students comply and copy
- Demonstration/Explanations are critical elements

**Advantages:**
- Transmit lots of information
- Control is easiest
- Uniformity possible
- Teacher requires less knowledge

**Disadvantages:**
- Poor demonstration
- Incorrect skills
- Few questions
- Lack of individualization
- Not motivating
- Does not develop creativity

Style 4: **Divergent**

**Characteristics:**
- Students encouraged to create own response
- Not “right” way
- Helps to develop individuality and creativity

**Advantages:**
- Can help conceptualize skills
- Can be highly motivating and make students think
- Stimulates discussion and interaction

**Disadvantages:**
- Doesn’t work if specific solutions wanted
- Only appropriate with certain activities
- Can be boring if poorly implemented
Style 5: **Guided Discovery**

Characteristics:
- Adds to previous styles the challenge of intellectual development (thinking)
- Teacher guides students through the process of “discovery” the correct skill responses

Advantages:
- Enhances student understanding which might transfer to other skills
- Better understanding can increase confidence

Disadvantages:
- Teacher must be very knowledgeable and adaptable
- Takes time
- Perhaps not appropriate for certain skills? (e.g. throwing javelin!)

Style 6: **Inclusion**

Characteristics:
- Similar to self-check, but students now have different levels of performance as a choice
- Students chose where to begin and how fast to progress

Advantages:
- Because learner sets performance level, it better suits individual needs
- Fewer students fail

Disadvantages:
- Lots of planning
- Easy for students to elect to give little effort because levels of achievement are not specified
Style 7: **Reciprocal**

Characteristics:
- Students give more responsibility but limited to what teacher specifies (e.g. error correction)
- Can use in many situations

Advantages:
- 1 to 1 student teacher ratio
- Immediate feedback possible
- Raises student self-confidence
- Students can be effective even if their skill is low

Disadvantage:
- Teacher must allow students to teach and intervene for safety reasons only
- Risk of students being overcritical
- Students must learn how to praise as well as criticize
- Correct feedback must be given

Style 8: **Small Groups**

Characteristics:
- Similar to reciprocal but more than pairs
- Have to find a role for each student (e.g. shooter, evaluator, rebounder, etc.)

Advantages:
- Similar to reciprocal
- Immediate feedback possible
- Raises student self-confidence
- Students can be effective even if their skill is low
- Utilizes limited equipment

Disadvantages:
- Similar to reciprocal
- Teacher must allow students to teach and intervene for safety reasons only
- Risk of students being overcritical
- Students must learn how to praise as well as criticize
- Correct feedback must be given
Appendix B
Appendix B: Suggested Units of Instruction
Kindergarten/First Grade/Second Grade

Suggested Units of Instruction
- Safety-Regulations-Expectations
- Playground
- Movement Concepts
- Manipulative Skills
  - Throw/Catch
  - Dribbling
  - Kicking/Punting
- Manipulative Skills with Implements
- Educational Dance
  - Pre-Rhythms: Music Games/Elements of Dance
  - Folk Dance/Ethnic Dance
  - Manipulative Rhythms
- Gymnastics
  - Apparatus
  - Floor Exercise
- Fitness and Wellness (daily component of each class)
- Adventure Education
  - Team Building
  - Cooperative Activities
  - Stages of Adventure
  - Low Elements
- Outdoor Pursuits
- Playground Fun Day

NOTE: Time and unit will vary according to available facilities and equipment. Apparatus should be taught by regular PE teachers only (not substitutes). The first 10 minutes of class should be spent on health-related fitness.
Appendix B: Suggested Units of Instruction
Third Grade/Fourth Grade/Fifth Grade

Suggested Units of Instruction
- Safety-Regulations-Expectations
- Playground
- FITNESSGRAM (Fall/Spring)
- Manipulative Skills
  - Football
  - Volleyball
  - Softball
  - Basketball
  - Soccer
  - Racquet Sports (badminton, handball, racquet ball, tennis)
  - Floor Hockey
- Educational Dance
  - Square Dance
  - Folk/Ethnic Dance (line, swing, creative rhythms)
  - Manipulative Rhythms
- Gymnastics
  - Apparatus
  - Floor Exercise
- Fitness and Wellness (daily component of each class)
- Adventure Education
  - Team Building
  - Cooperative Activities
  - Climbing Wall
  - Low Elements
  - High Elements
  - Stages of Adventure
- Outdoor Pursuits
  - In-Line Skating
  - Biking (cycling) Safety
  - Orienteering
  - Snowshoes
  - Cross-Country Ski
  - Sledding
- Playground Fun Day

NOTE: Time and unit will vary according to available facilities and equipment. Apparatus should be taught by regular PE teachers only (not substitutes). The first 10 minutes of class should be spent on health-related fitness
APPENDIX B: Suggested Activities/Resources

GENERAL INFORMATION

Each physical education teacher is responsible for the following:
- Parent/Teacher Conferences – Fall/Spring in your respective buildings
- Specialist Report – Report is written and given to parents at Parent/Teacher conferences
- Report Cards – End of each semester
- Communication with parents when necessary

GENERAL EQUIPMENT (Varies in each building)

1. Balls
   - Basketball
   - Bosu Ball
   - Football
   - Soccer
   - Softball
   - Volleyball
   - Crocodile Skin
   - Playground Ball
   - Tether Ball
   - Tennis Ball
2. Bats
3. Bean Bags
4. Biking (cycling) – includes safety equipment.
5. Bowling Pins
6. Climbing Walls
7. Climbing Ropes
8. Cargo Net
10. Hula Hoops
11. Jump Rope
12. Parachute
13. Softball Gloves
14. Racquets:
   - Badminton
   - Tennis
   - Styrofoam
   - Wood
   - Plastic
15. Bases
16. Basketball Hoops
17. Volleyball Standards
18. Floor Hockey Goals
19. Cones
20. Spot Markers
21. Scrimmage Vests
22. Marking Tape
23. Badminton Shuttlecocks
24. Pedometers
25. Heart Monitors
26. Nets
   - Basketball
   - Volleyball
   - Badminton
   - Soccer
27. Boom Box
28. Sound System
29. Scooterboards
30. Roller Racers
31. Scooter Rafts
32. In-Line Skates – including safety equipment
33. Orienteering – compasses
34. Snowshoes
35. Sleds
36. Upper Body Fitness Mat

GYMNASTICS EQUIPMENT
1. Balance Beam
2. Horizontal Bar
3. Parallel Bars
4. Springboard
5. Vault Box
6. Mats
7. Crash Pads

BOOKS
1. Physical Education for Lifelong Fitness
2. Physical Best Activity Guide
3. FitnessGram Test Administration Manual
4. Teaching for Outcomes in Elementary Physical Education
5. Teaching Elementary Physical Education

WEBSITES
1. PE Central – www.pecentral.com
2. Presidents Challenge – www.presidentschallenge.com
4. www.pelinks4u.org
5. www.aahperd.org
6. www.kidsrunning.com
Appendix C
APPENDIX C: Suggested Assessments

Assessment
The physical education committee developed one sample assessment tool (for each benchmark). Physical education staff can then modify and add to these existing tools.

Assessment should not be viewed as a collection of tools or methods, but rather as a series of routes in the process of learning, something of value. The purpose for the assessment must be kept clearly in focus, not simply the assessment tool itself. To be effective, assessment must be so much more than a data-gathering process; it must be seen as a process of making meaning and of providing meaningful feedback to the learner for his/her actions toward improvement.

Assessment ought to begin with and result in a clear understanding by students of what is to be learned. Students should know what they will be expected to know and be able to demonstrate it.

The following explanations and definitions are put forth to help better understand the various types of assessment there are in physical education.

Alternative Assessment
An alternative assessment is one which is different from those assessments which we normally give students (i.e., drawing a picture, making a video of a particular skill, etc.). On many occasions this type of assessing allow students to create a product that the teacher will have to grade (usually using a rubric). Often times, students work with other classmates to complete.

Authentic Assessment
This is an assessment done in a “real life” setting, as opposed to a more “sterile” testing situation. The instruction and assessment are both born out of situations from what our life is really like. For example, instead of taking a skill out of the context of the game, we could observe the skill in the game. The more the assessment takes place in “real life”, the more authentic it is.

Performance Assessment
An assessment in which students are asked to make, do or create something—basically, the three “P’s”: A performance task (doing something, like a gymnastics sequence); product task (like an art project); or portfolio task (essay, brochure, etc.). Students actually create, as opposed to just memorizing answers for a test form.

Rubric
A rubric is a rating scale and list of criteria by which student knowledge, skills, and/or performance can be assessed
Students Name__________________________  First Semester   2002-2003
K - 2

Grade ___ Teacher __________________________

Basic Motor Skills:
___ Jog - move at a slow speed using arm and foot opposition.
___ Run - move at a fast speed using arm and foot opposition.
___ Skip - series of step-hops with alternate feet.
___ Gallop - step close, one foot leads and the other follows.
___ Slide - lead foot steps to side and the other follows quickly.
___ Hop - body is sent up and down on one or both feet.
___ Jump - take off with both feet and land on both feet.
___ Animal Walks - perform a variety of animal walks, such as bear crawl, crab walk, seal walk, etc.

Basis Ball Skills:
___ Bouncing/Catch - begin with two hands, eyes on ball. Variety - one hand, clap hands, close eyes, etc.
___ Tossing/Catch - begin with two hands, eyes on ball. Gradually increase height, one hand, clap hands, etc.
___ Throwing - hold ball with finger tips and thumb, pull ball back by ear, keep elbow out, eyes on target, step with opposite foot, transfer weight forward, snap wrist, and follow through.
___ Catching - focus on the ball, move in front of ball, hands ready, and bring ball toward the body.
___ Rolling - stand with both feet together, step with on foot as opposite hand and arm on back, fingers point down as arm starts forward, keep eyes on target and follow through.
___ Kicking - keep eyes on ball, get in line with the ball, step with non-kicking foot, head and trunk lean forward slightly, kicking leg is back and knee is bent, foot starts downward and forward contacts the ball and follows through. Start with stationary ball and then a rolled ball.

Movement:
___ Body Management - moving in different directions, pathways, speeds, and levels.
___ Spatial Awareness - control body while moving in space.
___ Creative Movement - create and perform movements.
___ Rhythmic Activities - move to music with a variety of beats.

Pre-Rhythms:
1. Awareness of sound
2. Rhythm concepts - stop & start
   loud & soft
   fast & slow
3. Non-locomotor - clapping
   snapping
   foot tapping
   swaying

Physical Qualities of Fitness:
___ Strength - power, tone, stamina.
___ Agility - move quickly, nimble
___ Flexibility - limber, bend
___ Energy - capacity of perform, vim, vigor
___ Endurance - ability to persist

Self Development:
___ Puts forth effort
___ Follows directions
___ Listens
___ Stays on task
___ Needs reminders
___ Sportsmanship
___ Helps others
___ Talks back
___ Cooperates
___ Argues
___ Fights
___ Self-confident
___ Listens to teaching hints
___ Gets along with others
___ Is polite in speech and manner
___ Self-discipline
___ Accepts responsibility
___ Respects rights of others
___ Interrupts others / teacher
___ Works independently
___ Works in a group (with team)

Student needs TENNIS SHOES

Marks mean:
큽 - student has attained a proficient level
十 - student has reached a high level of success
五 - student continues to develop the skill

Comments:

Revised 4/5/05
**Physical Education Assessment Sheet**

**Students Name** ____________________________  
**Grade** ______  
**Teacher** ____________________________

**FITNESSGRAM Test Results:**
The FITNESSGRAM is a new assessment tool being used by the La Crosse Schools this year. It is designed to measure a young person’s fitness level. You will receive a copy with your child’s report card at the end of the semester.

**Games of Low Organization:**
1. Various contests - one on one, partners or groups
2. Equipment activities - balls, mats, scooters
3. Chase, Dodge, & Tag Games.

**Football:**
- __Pass__ - Grip, bring ball back, turn body to side, step with opposite foot, and follow through.
- __Catch__ - Eyes on ball, catch in hands with slight giving action, and tuck it under arm.
- __Punt__ - Short step with kicking foot, second step with other foot, swing kicking foot forward as ball is dropped, and follow through.
- __Place kick__ - Ball on tee, eyes on ball, step with non-kicking foot, swing kicking foot at ball, follow through.
- __Lead up Games__ - Perform football skills within game.

**Soccer:**
- __Dribble__ - Dribble under control while moving around the gym.
- __Trap__ - Trap under control using one foot or front of legs.
- __Pass__ - Perform a controlled passes to teammates.
- __Goal Tend__ - Position in front of goal, ready to stop the ball, and put it back in play.
- __Lead up Games__ - Perform soccer skills within game.

**Floor Hockey:**
- __Grip__ - Hands separated on stick.
- __Dribbling__ - Keep puck in front and to side, making short taps from side to side of stick.
- __Passing__ - Keep puck close to the stick prior to pass, sweep the puck, and follow through in direction of the pass.
- __Goal Tending__ - Stand in ready position, stick flat on the floor, follow movement of puck, and clear puck as it comes at the goal.
- __Safety__ - Keep stick on the floor and hold with two hands. No slap shots or checking.
- __Lead up Games__ - Perform hockey skills within game.

**Volleyball:**
- __Overhand Pass__ - Position under the ball with hands and elbows up, contact ball close to forehead with fingers and thumbs, snap wrists forward and upward, and follow through.
- __Forearm Pass__ - Position so the ball is contacted between the knees and waist, contact is made on the forearms between the wrists and elbows, and lift the body upward by straightening knees.
- __Underhand Serve__ - Opposite foot to striking hand is forward, hand moves backward with straight arm, take short step while swing arm downward and forward, and follow through.
- __Lead up Games__ - Perform volleyball skills within game.

**Gymnastics: Tumbling:**
- __Rolls__ - Forward, Backward, and many variations.
- __Inverted Movements__ - Cartwheels, Round-off, Roundabout, Handspring, Headspring.
- __Jumps__ - vertical, turns.
- __Balances__ - Tip-up, Tripod, Headstand, Handstand, Arabesque.
- __Flexibility__ - Bridge, Backbend, Splits.
- __Tumbling Run__ - sequence of stunts.

**Self Development:**
- __Puts forth effort__  
- __Follows directions__  
- __Listens__  
- __Stays on task__  
- __Needs reminders__  
- __Sportmanship__  
- __Fights__  
- __Argues__  
- __Cooperates__  
- __Talks back__  
- __Self-confident__  
- __Self-discipline__  
- __Helps others__  
- __Gets along with others__  
- __Accepts responsibility__  
- __Respects rights of others__  
- __Participates in class__  
- __Is polite in speech and manner__  
- __Listens to teaching hints__  
- __Interrupts others / teacher__  
- __Works independently__  
- __Works in a group (with Team)__

**Student needs TENNIS SHOES:**

**Marks mean:**
- ☑️ - student has attained a proficient level
- ✨ - student has reached a high level of success
- ✔️ - student continues to develop the skill

**COMMENTS:**

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**Revised 4/5/05**

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Physical Education Conference Report

Kindergarten

Students have been working on their hopes and dreams for P.E. Please feel free to come into the gym and see how they turned out.

\[ S = \text{Satisfactory} \quad N = \text{Needs Improvement} \]

Social Skills

- Consistently shows respect for classmates and teacher.
- Consistently listens and follows directions.
- Consistently shows self-discipline by using class time wisely.

\[ S = \text{Secure} \quad D = \text{Developing} \quad B = \text{Beginning} \]

Physical Skills

- Travel in a large group without bumping into anyone.
- Skip, hop, gallop, slide using age appropriate motor skill.
- Place a variety of body parts in high, medium and low levels.
- Demonstrate a clear contrast between slow and fast speeds as they travel.
- Distinguish between straight, curved and zig zag pathways as they travel.


Physical Education Conference Report

First Grade

Students have been working on their hopes and dreams for P.E. Please feel free to come into the gym and see how they turned out.

\[ S = \text{Satisfactory} \quad N = \text{Needs Improvement} \]

Social Skills

- Consistently shows respect for classmates and teacher.
- Consistently listens and follows directions.
- Consistently shows self-discipline by using class time wisely.

\[ S = \text{Secure} \quad D = \text{Developing} \quad B = \text{Beginning} \]

Physical Skills

- Travel in a large group without bumping into anyone.
- Skip, hop, gallop, slide using age appropriate motor skill.
- Catch a self-tossed object at various levels.
- Move using various levels, shapes and pathways.
- Use locomotor skills to move at different speeds, levels, and directions while moving in general space.


Physical Education Conference Report

Second Grade

Students have been working on their hopes and dreams for P.E. Please feel free to come into the gym and see how they turned out.

\[ S = \text{Satisfactory} \quad N = \text{Needs Improvement} \]

Social Skills

- Consistently shows respect for classmates and teacher.
- Consistently listens and follows directions.
- Consistently shows self-discipline by using class time wisely.

\[ S = \text{Secure} \quad D = \text{Developing} \quad B = \text{Beginning} \]

Physical Skills

- Demonstrate mature forms of skipping, hopping, galloping, sliding and leaping.
- Catch a self-tossed object at various levels while moving.
- Demonstrate skills of chasing, fleeing, and dodging to avoid and catch others.


Physical Education Conference Report

Third Grade

\[ S = \text{Satisfactory} \quad N = \text{Needs Improvement} \]

Social Skills

- Consistently shows respect for classmates and teacher.
- Consistently listens and follows directions.
- Consistently shows self-discipline by using class time wisely.

\[ S = \text{Secure} \quad D = \text{Developing} \quad B = \text{Beginning} \]

Physical Skills

- Perform locomotor movements, starting and stopping on command and in control.

Students have been working on their hopes and dreams for P.E. Please feel free to come into the gym and see how they turned out.

Third grade students have been working hard on their Fitnessgram fitness testing. Each student receives a computer printout of their results. You are encouraged to come and pick them up in the gym.

Extra credit activity logs are also available.


Physical Education Conference Report

Fourth Grade

\[ S = \text{Satisfactory} \quad N = \text{Needs Improvement} \]

Social Skills

- Consistently shows respect for classmates and teacher.
- Consistently listens and follows directions.
- Consistently shows self-discipline by using class time wisely.

\[ S = \text{Secure} \quad D = \text{Developing} \quad B = \text{Beginning} \]

Physical Skills

- Escape, catch, or dodge an individual while moving.
- Leap, leading with either foot.

Students have been working on their hopes and dreams for P.E. Please feel free to come into the gym and see how they turned out.

Fourth grade students have been working hard on their Fitnessgram fitness testing. Each student receives a computer printout of their results. You are encouraged to come and pick them up in the gym.

Extra credit activity logs are also available.
**Sample Specialist Reports:**

The kindergarten curriculum is based on the needs and abilities of this age level. We have been getting to know each other by building a sense of community in class. The major emphasis is in the following areas: Listening, following directions, cooperation, various exercises involving all body parts, large muscle activity, body awareness, movement experiences, creative skills, rhythms, locomotor skills, safety aspects, and socialization. A variety of equipment is used: Balls, ropes, bean bags, scooter boards, and mats. This is done in a pleasant environment so the students look forward to an enjoyable class experience.

The first grade curriculum emphasizes the perceptual-motor skills which will provide the foundation for more complex skills and activities to follow. Development is continued in the following areas: Cooperation, listening, following directions, safety aspects, exercise, body awareness, movement experience, rhythms, socialization, creativity, ball, locomotor, and rope skills. A variety of equipment is used: Balls of various sizes, rope, bean bags, scooter boards and mats. This is done in a pleasant environment so the students look forward to an enjoyable class.

The second grade curriculum emphasizes the perceptual-motor skills, movement experiences and ball skills with students reaching a level of proficiency. Development is continued in the areas of: Cooperation, listening, following directions, safety, exercise, body awareness, rope skills, creative skills, rhythms, and the fundamental skills needed, such as, throwing, catching, hitting, and kicking which are the foundation for more complex skills and activities to come. This is done in a pleasant environment so the students look forward to an enjoyable class.

The third grade is a transitional year in the respect that the emphasis is on introducing a team concept, along with individualized activities. The fundamental skills are integrated into the basic sports of football, soccer, floor hockey, volleyball, tumbling, playground activities, and physical fitness. Development is continued in the areas of: Cooperation, listening, following directions, working with a partner or team, exercise, and socialization. This is done in a pleasant environment so the students look forward to an enjoyable class.

The fourth grade curriculum is designed for students that are capable of learning skills involving finer coordination, analyzing their own skill problems, and working in situations demanding greater social understanding and sensitivity towards others. Proficiency is developed in the following areas: football, soccer, floor hockey, volleyball, gymnastic tumbling, playground games, and physical fitness. Development is continued in the areas of: Cooperation, listening, following directions, exercise, socialization, and working individually, with a partner, or as a team. This is done in a pleasant environment so the students look forward to an enjoyable class.

The fifth grade is a transition period in preparation for the middle school program. The area of ball skills is nearing official game status on a competitive basis with rules and some officiating taking place. Teaching good sportsmanship and control of emotions, while enjoying participation and competition, is my goal. The outcome of the game is not necessarily important. A great deal of proficiency has developed in: Skill, understanding of rules and strategies, listening, following directions, cooperation and socialization. This is done in a pleasant environment so the students look forward to an enjoyable class.
FitnessGram

The FitnessGram is used in physical education as a tool to measure a student’s fitness level and identify ways to improve their fitness and health. It is an excellent means of helping students set goals and live a healthy lifestyle.
Fitness Goal Setting

An integral part of FitnessGram is goal setting. Following are two examples of goal setting sheets.

**Fitness Goals Contract**

To improve my personal fitness level, I, with the help of my teacher, have set the following fitness goals. I will participate in the activities outlined in this plan to achieve improved physical fitness. Based on my current level of fitness, I believe that these goals are reasonable.

<table>
<thead>
<tr>
<th>Fitness component test item (Circle appropriate item)</th>
<th>Score Date:__________</th>
<th>My Goal</th>
<th>Activities to improve physical fitness</th>
<th>Follow-up score Date:__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-mile walk/run</td>
<td></td>
<td></td>
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<tr>
<td>PACER</td>
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<tr>
<td>Body Composition</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Percent body fat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Mass Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Muscular strength and endurance and flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curl-up</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trunk Lift</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push-Ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Pull-ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull-ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexed-arm hang</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back-saver sit-and-reach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder Stretch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# FitnessGram

**Name:**

(Last) ____________________________ (First) ____________________________

**Student #:_____**

M  F  (Circle One)

**Birthdate:**  (M) __________ (D) __________ (Y) __________

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

## 3rd Grade

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Fall</th>
<th>Goal</th>
</tr>
</thead>
</table>

## 4th Grade

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Fall</th>
<th>Goal</th>
</tr>
</thead>
</table>

## 5th Grade

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Fall</th>
<th>Goal</th>
</tr>
</thead>
</table>
Alternative Assessment

Name of Activity: Creative Dance Assessment
Purpose of Activity: To learn if students are understanding how to put together a creative dance.
Suggested Grade Level: 7-8

Description of Idea

We use this rubric to see if students are understanding the dance vocabulary we have learned and to see if they can put it together into a creative dance.

After the students create and present a creative group dance the students hand in a written form of the dance using the dance vocabulary they have learned in class.

We present the following assignment to the students.
ASSIGNMENT: Create a group dance that uses at least:
A. 3 locomotor, 2 non-locomotor skills,
B. Two of each elements of space, time and force.
C. Your dance must have a theme that shows contrast and transition.
D. Dance must be in AB, ABA or ABC form.
E. Your dance must last at least 32 counts.
F. Your dance must be based upon a theme or event.

Write out your dance using dance vocabulary and hand it in when you finish performing it.
Rubric:
Level 4 (highest level):
A. Dance includes 3 or more locomotor skills, 2 or more non-locomotor skills.
B. Dance includes at least 2 or more of each element of space, time and force.
C. Dance shows contrast and transition.
D. Dance is in AB, ABA form or ABC form.
E. Dance must last at least 32 beats or longer.
F. The theme of the dance is mentioned and explained what dance skills represent each part.
Level 3:
A. Dance includes at least 3 locomotor and 2 non-locomotor skills.
B. Dances includes at least 2 of each element of space, time, and force.
C. Dances shows at least contrast or transition.
D. Dance is in AB, ABA, or ABC form.
E. Dance lasts at least 32 beats
F. The theme of the dance is mentioned.
Level 2:
A. Dance includes at least 2-3 locomotor and 1-2 non-locomotor skills.
B. Dance includes 1-2 of each element of space, time, and force.
C. Dance shows at least contrast or transition.
D. Dance is in AB, ABA. or ABC. Form
E. Dance is 24-32 beats long.
F. The theme may or may not be mentioned.

Level 1:
A. Dance includes at least 1-2 locomotor and 1 non-locomotor skill.
B. Dance includes 1 or 2 elements of space, time, and force.
C. Dance shows at least contrast or transition.
D. Dance is in AB, ABA, or ABC form.
E. Dance is 12-24 beats long.
F. The theme may or may not be mentioned.
Assessment Rubric
Long Rope Routine

Group Member Names: _____________________________________________

Required Jump Rope Elements

- Turner Involvement ______
- Inversion/Displacement ______
- Turner Jumper Exchange ______
- Footwork ______
- Change of Speed ______

Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Includes all required elements from each group member; shows creativity in skill or composition; skills flow from one to the next; turners make adjustments to minimize errors; errors do not distract from the flow of the routine</td>
</tr>
<tr>
<td>3</td>
<td>All required elements are present; group works as a team to ensure successful execution; skills show some creativity; evidence of planning and practice</td>
</tr>
<tr>
<td>2</td>
<td>All required elements are present; shows evidence of planning and practice</td>
</tr>
<tr>
<td>1</td>
<td>Missing one or more of the required elements; little or no evidence of planning and practice</td>
</tr>
</tbody>
</table>

- Turner Involvement – the turners demonstrate footwork or dynamic interaction with the rope
- Inversion/Displacement – the jumpers and or turners change levels or demonstrate some type of inversion such as frog kicks, push-ups etc.
- Turner Jumper Exchange – the turners and the jumpers change places
- Footwork – the jumpers and/or turners use some type of variation of step during the routine
- Change of speed – the speed with which the rope(s) is turned and the speed of the jump is varied
Basketball Checklist

Name ____________________ Room# _____

Dribble
___ Fingertips
___ Pushing ball
___ Ball by waist
___ Looking up

Passing (chest or bounce)
___ Ball starts by chest
___ Elbows out
___ Step to target
___ Follow through to target

Shooting
___ Ball starts by chin area
___ Foot on same side as shooting hand forward
___ Bend knees
___ Follow through and extend to basket
___ Hand in the “cookie jar”

Drawing of Set Shot
___ Looks like a person doing a set shot
___ Parts labeled; knees, feet, hands
___ Complete sentence explaining how a set shot is done, including the parts not seen in the picture (ie. cookie jar, follow through, extend)

_____ Total out of 16
BASKETBALL SKILL CHECK-OFF
4th-5th GRADE

Please give you partner a (+) sign if they do a good job, and a (-) sign if they need some improvement.

DRIBBLING:
1. Ball at waist height _____
2. Eyes/head up _____
3. Use fingerpads _____

PASSING:
1. Chest pass _____
2. Bounce pass _____
3. Overhead pass _____

PIVOTING:
1. Leaves pivot foot in 1 place _____

SHOOTING:
1. Number of shots made out of 10 _____
   (5 free throw and 5 of your choice)
Grading Criteria for Winter Olympics Poster

The following is the criteria that will be used to grade your final Winter Olympics Poster. Please feel free to go above and beyond the items listed below. Neatness and organization do count!

Gold Medalist (90-100):

- Event is clearly titled and seen on the poster
- All results of the event and countries participating are included
- Graphics and pictures are used to complement and enhance the look of the poster
- All information is accurate
- At least 2 different resources are displayed to complete the poster (i.e., Web site, newspaper, magazine)
- Overall, the poster is attractive and put together in a professional manner, neat, easily read and understood, and free of grammatical and spelling errors. A great learning experience even for the visitor who knows nothing about this event.

Silver Medalist (80-89):

- Event is titled and seen on the poster
- Most (but not all) of results of the event and some of the countries participating are not included
- Graphics and pictures are used but aren't used as well as the Gold Medalist posters
- Most information is accurate
- Only one or no additional resources are represented to display information (i.e., Web site, newspaper)
- The poster is attractive but could use more organization, neatness and refining. A nice learning experience but could use a little more work.

Bronze Medalist (70-79):

- Event is indicated on the poster but it is not easily seen
- Only half of the results are indicated and the countries participating are not included
- Graphics and pictures are not included or they were not displayed and chosen well to enhance/complement the posters information
- Some information was not accurate
- Only one or no additional resources are represented to display information (i.e., Web site, newspaper)
• The poster is OK but could use more organization, neatness and refining. Learned a few things but overall it was an unsatisfying experience.

**Did Not Qualify (0–69):**

• Event not clearly indicated anywhere
• No results of the event or a list of the participating countries is absent
• Graphics and pictures are completely absent or so poorly displayed they hinder the posters presentation
• Information is inaccurate
• Only one or no additional resources are represented to display information (i.e., Web site, newspaper)
• The poster needs a lot of work. Better luck next time.
• Did not turn in would be a 0

**NOTE:** It is two points off a day for being late after the final due date.
SOCCER SKILLS TEST

FOOT TRAP
Each person will have 4 tries to do a foot trap when the ball is rolled to them. Give the trapper (1) point for each trap that is done correctly. Give the person a * if it is not done correctly.

1 2 3 4

OVERHEAD THROW-IN
Check your partner to see if they do the following when they use a throw-in. Score (1) point for each part done correctly. Give them a * for each part done incorrectly.

_____ Two hand over the head
_____ Took one step forward
_____ Fingers pointing to target on follow through

DRIBBLE
Players are to dribble the ball in and out of the cones for 30 seconds. Each cone they pass is counted as one. Use both feet and keep the ball under control.

_____ Number of cones passed in 30 Seconds.

PASSING
Player must pass the ball from behind the marked line. Student gets 2 minutes to see how many passes they can hit to the wall. Please control the ball before you pass and use the inside or top of the foot. NO TOE KICKS!!

_____ Number of passes in 2 minutes.

GAME PLAY
_____ Shows knowledge of game
_____ Uses skills of dribble, tap & pass
_____ Knows the job of offense & defense

SKILL GRADE

_________ KNOWLEDGE (Quiz)
Name_______________________________Room#__________

**Volleyball Assessment**
*Watch your partner in the following areas. If they use the skill correctly then put a (+) in the blank. If they use it incorrectly put a (-) in the blank.*

**Overhead Pass** - Set
1. Milk Jug ______
2. Load Spring ______
3. Fingertips ______
4. Extend or unload ______

**Forearm Pass** - Bump
1. Grip & Arms Straight ______
2. Load Spring ______
3. Extend -- use legs ______

**Underhand Serve**
1. Ball waist level ______
2. Step with Opposite Foot ______
3. Follow through to target ______
   **TOTAL** ______

Name________________________________Room#__________

**Volleyball Assessment**
*Watch your partner in the following areas. If they use the skill correctly then put a (+) in the blank. If they use it incorrectly put a (-) in the blank.*

**Overhead Pass** - Set
1. Milk Jug ______
2. Load Spring ______
3. Fingertips ______
4. Extend or unload ______

**Forearm Pass** - Bump
1. Grip & Arms Straight ______
2. Load Spring ______
3. Extend -- use legs ______

**Underhand Serve**
1. Ball waist level ______
2. Step with Opposite Foot ______
3. Follow through to target ______
   **TOTAL** ______
## Volleyball Assessment

**Date:** ____________  
**Player's Name:** ____________________________  
**Class:** ____________  
**Rater's Name:** ____________________________

<table>
<thead>
<tr>
<th><strong>Passing:</strong></th>
<th><strong>Setting:</strong></th>
<th><strong>Hitting:</strong></th>
<th><strong>Serving:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knees bent platform out, hips and shoulders to the target, walks the ball up to the target. Ball played off forearms.</td>
<td>Uses finger pads to set the ball, bends knees, elbows bend as the ball comes in and extend as the ball leaves, thumbs are facing the eyebrows before contact, shoulders face the target, ball goes up not out in a straight line, ball goes to the spiker (unless it is the third hit)</td>
<td>Uses the three-step approach, jumps, reaches high for the ball, snaps wrist on follow through, hits ball in the court, does not touch the net.</td>
<td>Steps with the opposite foot from the serving hand, tosses the ball in the air, contacts the ball above the height of the head and slightly out in front of the body, hits with an open hand, follows through, hits the ball into the court</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Positioning:</strong></th>
<th><strong>Teamwork:</strong></th>
<th><strong>Sportsmanship:</strong></th>
<th><strong>Game Knowledge:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipates where the ball is going and moves to the ball when to hit it, is ready to make the next play.</td>
<td>Plays own position, sets it up for others to hit, and encourages others.</td>
<td>Plays by all rules, acknowledges good plays by the opponent, and encourages teammates to do their best.</td>
<td>Knows the rules, knows how to keep score, knows the score, can tell a legal hit from and illegal hit, knows the boundaries, knows when to use each skill.</td>
</tr>
</tbody>
</table>

**Rating:**

**Rate the person assigned according to the following rubric (scoring criteria):**

- **(Level 1) Backyard Volleyball Player:** can not perform the skill correctly at all.
- **(Level 2) Physical Education Class Player:** performs the skill inconsistently and awkwardly.
- **(Level 3) Recreational League Player:** performs the skill correctly most of the time, but has trouble under pressure.
- **(Level 4) Tournament Player:** performs the skill correctly all of the time; it is a habit to this person.
Wisconsin State Standards for Physical Education
A. Leading an Active Lifestyle
Students in Wisconsin will exhibit a physically active lifestyle.

<table>
<thead>
<tr>
<th>By the end of grade 4, students will be able to:</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.4.1</strong> Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>A.4.2</strong> Describe healthful benefits that result from regular physical activity.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>A.4.3</strong> Identify several moderate to vigorous physical activities that provide personal pleasure.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

| By the end of grade 8, students will be able to: | | | | | | | | | | | | |
|------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| **A.8.1** Establish personal physical activity goals. | | | | | | | | | | | | |
| **A.8.2** Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals. | | | | | | | | | | | ✓ | |
| **A.8.3** Explore personal interests in a variety of new physical activities both in and out of the physical education class. | | | | | | | | | | | ✓ | |
| **A.8.4** Describe the relationship between a healthy lifestyle and simply feeling good. | | | | | | | | | | | ✓ | |

| By the end of grade 12, students will be able to: | | | | | | | | | | | | |
|------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| **A.12.1** Participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements. | | | | | | | | | | | | |
| **A.12.2** Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. | | | | | | | | | | | | |
| **A.12.3** Maintain and improve physical fitness, motor skills, and knowledge about physical activity through charting or journalizing improvement over time. | | | | | | | | | | | | |
| **A.12.4** Accurately evaluate physical activity information, products, and services to become an informed and responsible physical activity consumer. | | | | | | | | | | | | |
| **A.12.5** Design and implement a personal fitness program. | | | | | | | | | | | | |
# Wisconsin State Standards for Physical Education

## B. Physical Skill Development

**Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.**

<table>
<thead>
<tr>
<th>By the end of grade 4, students will be able to:</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking.</td>
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<tr>
<td>B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates).</td>
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<tr>
<td>B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form.</td>
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<tr>
<td>B.4.4 Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns.</td>
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<tr>
<td>B.8.1 Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances.</td>
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<tr>
<td>B.8.2 Develop beginning strategies for competitive and noncompetitive games such as using basic offensive and defensive strategies in a modified version of a team sport.</td>
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<tr>
<td>B.8.3 Demonstrate increasing competence in more advanced specialized physical skills.</td>
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<td>B.8.4 Explain how people can enjoy an activity if they are not gifted athletes.</td>
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<tbody>
<tr>
<td>B.12.1 Demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of different types of movement forms such as aquatics, team sports, individual and dual sports, outdoor activities, self-defense, dance, and gymnastics.</td>
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<tr>
<td>B.12.2 Demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent of similar skill.</td>
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## Wisconsin State Standards for Physical Education

### C. Learning Skills

Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.

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<tr>
<th>By the end of grade 4, students will be able to:</th>
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<tr>
<td>C.4.1 Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running.</td>
</tr>
<tr>
<td>C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student.</td>
</tr>
<tr>
<td>C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip.</td>
</tr>
<tr>
<td>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance.</td>
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<tr>
<th>By the end of grade 8, students will be able to:</th>
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<tbody>
<tr>
<td>C.8.1 Understand and apply more advance movement and game strategies such as explaining and demonstrating strategies involved in playing tennis doubles.</td>
</tr>
<tr>
<td>C.8.2 Identify the critical elements of more advanced movement skills such as a racing start in free style swimming.</td>
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<tr>
<td>C.8.3 Identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue.</td>
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<tr>
<td>C.8.4 Identify the characteristics of highly skilled performance in movement forms such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players.</td>
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<tr>
<td>C.8.5 Understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing.</td>
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<tr>
<th>By the end of grade 12, students will be able to:</th>
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<tr>
<td>C.12.1 Know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle.</td>
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<tr>
<td>C.12.2 Independently apply advanced, movement-specific information.</td>
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<tr>
<td>C.12.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional, and cognitive factors that influence the rate of movement.</td>
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<tr>
<td>C.12.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance.</td>
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# D. Understanding Physical Activity and Well Being

Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

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<tr>
<td>D.4.1 Experience the opportunity for enjoyment while participating in physical activity.</td>
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<td>D.4.2 Learn to enjoy practicing activities to increase skill competence.</td>
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<td>D.4.3 Celebrate personal successes and achievements as well as those of others.</td>
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<tr>
<td>D.4.4 Use physical activity as a means of self-expression.</td>
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| By the end of grade 8, students will be able to: | | | | | | | |
|------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D.8.1 Feel satisfaction when engaging in physical activity. | | | | | | | | | ✓ | | | | |
| D.8.2 Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment. | | | | | | | | | ✓ | | | | |
| D.8.3 Enjoy learning new activities. | | | | | | | | | ✓ | | | | |
| D.8.4 Recognize physical activity as a vehicle for self-expression. | | | | | | | | | ✓ | | | | |

| By the end of grade 12, students will be able to: | | | | | | | |
|------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D.12.1 Derive pleasure from participating in physical activities in competitive and recreational settings. | | | | | | | | | | | | | |
| D.12.2 Pursue new activities both alone and with others. | | | | | | | | | | | | | |
| D.12.3 Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations. | | | | | | | | | | | | | |
| D.12.4 Enter competition or activity voluntarily. | | | | | | | | | | | | | |
# Wisconsin State Standards for Physical Education

## E. Health-enhancing Fitness

*Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.*

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<td><strong>By the end of grade 4, students will be able to:</strong></td>
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<tr>
<td><strong>E.4.1</strong></td>
<td>Identify several activities related to each component of physical fitness such as development of muscular strength.</td>
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<tr>
<td><strong>E.4.2</strong></td>
<td>Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities.</td>
<td>✓</td>
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<tr>
<td><strong>E.4.3</strong></td>
<td>Describe personal strengths and weaknesses and elevate the weaknesses to strengths.</td>
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**By the end of grade 8, students will be able to:**

| **E.8.1** | Participate in a variety of health-related activities in both school and non-school settings in order to maintain a record of moderate to vigorous physical activity. | | ✓ |
| **E.8.2** | Assess physiological indicators of exercise such as pulse rate during and after physical activity. | ✓ |
| **E.8.3** | Understand and apply basic principles of training to improve physical fitness such as various weight training techniques. | ✓ |
| **E.8.4** | Meet health-related fitness standards. | |
| **E.8.5** | Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class. | ✓ |

**By the end of grade 12, students will be able to:**

| **E.12.1** | Monitor exercise and other behaviors related to health-related fitness. | |
| **E.12.2** | Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle. | |
| **E.12.3** | Assess personal health-related fitness status. | |
| **E.12.4** | Continue meeting health-related fitness standards. | |
| **E.12.5** | Use the results of fitness assessments to guide changes in personal program of physical activity. | |
F. Respectful Behavior

Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.

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By the end of grade 4, students will be able to:

- **F.4.1** Follow activity-specific rules, procedures, and etiquette with little or no reinforcement.
  -  
  
- **F.4.2** Utilize safety principles in activity situations.
  -  
  
- **F.4.3** Work productively with a partner to improve skills, for example improve the overhand thrown pattern for distance by using the critical elements of the process.
  -  
  
- **F.4.4** Work independently and on task for short periods of time.
  -  
  
- **F.4.5** Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
  -  
  
By the end of grade 8, students will be able to:

- **F.8.1** Identify positive and negative peer influence.
  -  
  
- **F.8.2** Solve problems by analyzing causes and potential solutions.
  -  
  
- **F.8.3** Make choices based on the safety of self and others.
  -  
  
- **F.8.4** Consider the consequences when confronted with a behavior choice.
  -  
  
- **F.8.5** Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence.
  -  
  
- **F.8.6** Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
  -  
  
By the end of grade 12, students will be able to:

- **F.12.1** Apply rules, procedures, etiquette in all physical activity settings.
- **F.12.2** Act independently of peer pressure.
- **F.12.3** Defuse potential conflicts by communicating with other participants.
- **F.12.4** Keep in perspective the importance of winning and losing relative to other established goals of participation.
- **F.12.5** Take appropriate leadership or supportive roles in activities.
- **F.12.6** Create a safe environment for their own skill practice and group activities.
- **F.12.7** Set personal goals for activity and work toward their achievement.
### Wisconsin State Standards for Physical Education

#### G. Understanding Diversity

Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.

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<tbody>
<tr>
<td><strong>G.4.1</strong> Explore cultural and ethnic self-awareness through participation in physical activity.</td>
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<tr>
<td><strong>G.4.2</strong> Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.</td>
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<td><strong>G.4.3</strong> Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities.</td>
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<tr>
<td><strong>G.8.1</strong> Recognize the role of sports, games, and dance in modern culture.</td>
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<td><strong>G.8.2</strong> Identify behaviors that are supportive and inclusive in physical-activity settings.</td>
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<td><strong>G.8.3</strong> Display sensitivity to the feelings of others during interpersonal interactions.</td>
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<td><strong>G.8.4</strong> Respect the physical and performance limitations of self and others.</td>
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<tr>
<td><strong>G.12.1</strong> Recognize the value of sports and physical activity in understanding multiculturalism.</td>
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<td><strong>G.12.2</strong> Invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities.</td>
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<td><strong>G.12.3</strong> Display a willingness to experiment with the sport and activity of other cultures.</td>
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<td><strong>G.12.4</strong> Develop strategies for including persons of diverse backgrounds and abilities in physical activities.</td>
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<tr>
<td><strong>G.12.5</strong> Recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability.</td>
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