

Align Curricular Unit
Report Description

Curricular Unit WPS Physical Education K-4		Subject: Health and Safety Education		Duration: 27 Weeks	
Instructional Unit	Unit Summary/ Overview	Essential Questions/Enduring Understandings	Students will need to know...	Students will be able to...	Evidence of Learning/ Assessment
PE K-4 Unit 1 (Cooperative Games/Activities)	<p>EQ 1: What are the 8 locomotor movements?</p> <p>EQ 2: Why is teamwork and cooperation important within an activity environment?</p> <p>EQ 3: Why does movement at various planes/speeds matter?</p> <p>EQ 4: What are the many aspects of teamwork within an activity environment?</p> <p>EU 1: Teamwork and cooperation within a learning environment are essential tenants of Physical Education.</p> <p>EU 2: Good sportsmanship involves cooperation, communication and positive interactions with teammates and opponents.</p> <p>EU 3: Movement sequences can be performed individually and with others, based on tempo, beat, rhythm and music.</p> <p>EU 4: Movement skills should be performed with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games)</p> <p>EU 5: Team activities provide opportunities for healthful, social interaction, and development of problem-solving, and communication skills.</p> <p>EU 6: Safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in the lifelong physical activity and living a healthy lifestyle.</p> <p>EU 7: Safely engaging in physical activity will improve one's overall quality of life.</p> <p>EU 8: Participating in daily stretching will help increase flexibility, help prevent injury and improve one's overall quality of life.</p> <p>EU 9: Employing strategy and teamwork can improve a team's chance of succeeding in a game or activity.</p> <p>EU 10: Rules help keep games and activities safe, fair, and enjoyable for all participants.</p> <p>EU 11: Good sportsmanship and proper sports etiquette demonstrates positive and proper social interaction.</p>	<p>Goal</p> <p>Students will be able to...</p>	<ul style="list-style-type: none"> • Move safely safely and effectively in a controlled and structured environment • Exhibit teamwork and fair play • Display correct form of structured movements (i.e., hop, skip, jump, run, etc.) • Apply movement skills within unit to other cooperative games and/or sports 	<p>Suggested Sequence of Learning</p> <p>Formative Assessments (Examples)</p> <ul style="list-style-type: none"> • Performance (end of a mini unit) • Oral Assessment: Identify potential strategies of the game/activity, adding/subtracting during a culminating dice game, etc. <p>(Any skill, concept, and/or strategy can be informally/formally assessed during a class period)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Basic Locomotor Movement Assessment 	
PE K-4 Unit 2	EQ 1: How can ball handling skills		• Apply game skills learned to	Suggested Sequence of Learning	

(Sports/Small Sided Games)	<p>be used in other activities and environments outside of PE class?</p> <p>EQ 2: Why is the use of strategies important for success in game play?</p> <p>EQ 3: How do behavior, game rules, and safety affect game play?</p> <p>EU 1: Movement skills should be performed with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>EU 2: Competitive and cooperative strategies in should be used at different times in games, sports, and other movement activities.</p> <p>EU 3: There is a difference between offense and defense.</p> <p>EU 4: Game strategies enable team members to achieve goals.</p> <p>EU 5: Team activities provide opportunities for healthful, social interaction, and development of problem-solving, and communication skills.</p> <p>EU 6: Safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in the lifelong physical activity and living a healthy lifestyle.</p> <p>EU 7: Safely engaging in physical activity will improve one's overall quality of life.</p> <p>EU 8: Employing strategy and teamwork can improve a team's chance of succeeding in a game or activity.</p> <p>EU 9: Rules help keep games and activities safe, fair, and enjoyable for all participants.</p>	<p>game play</p> <ul style="list-style-type: none"> • Apply competitive strategy to a sport/game • Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues • Demonstrate an understanding of the responsibilities of various positions 	<p>Formative Assessments (Examples)</p> <ul style="list-style-type: none"> • Performance (end of a mini unit) • Oral Assessment: Identify positions on a soccer field, roles of offense vs. defense in Team Handball, etc. <p>(Any skill, concept, and/or strategy can be informally/formally assessed during a class period)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Soccer Passing
PE K-4 Unit 3 (Fitness)	<p>EQ 1: How does fitness influence life?</p> <p>EQ 2: How can fitness be developed?</p> <p>EQ 3: Why is it important to be physically fit and how can we stay fit?</p> <p>EQ 4: How can I include physical fitness in my life?</p> <p>EQ 5: How do your choices of physical activities and food affect your fitness levels and health goals?</p> <p>EU 1: Regular physical activity promotes fitness.</p> <p>EU 2: Developing fitness is a lifelong skill.</p> <p>EU 3: Fitness is beneficial to physical, emotional, mental and social health.</p> <p>EU 4: The FITT principle and its application improve personal fitness.</p> <p>EU 5: Teamwork and cooperation within a learning environment are essential tenants of Physical</p>	<ul style="list-style-type: none"> • Identify at least one activity for each health-related fitness component: cardiovascular endurance, muscular strength/endurance, and flexibility. • Identify at least one activity for each skill-related fitness component: agility, speed, power, coordination, and balance. • Monitor body responses to physical activity. • Engage in moderate to vigorous physical activity. • Develop a fitness goal. 	<p>Suggested Sequence for Learning</p> <p>Formative Assessment (examples)</p> <ul style="list-style-type: none"> • Locomotor Testing • Performance Assessments (Hopping vs. Jumping), (Leap vs. Jump) • Fitness Log <p>http://www.goldrushcs.com/sites/default/files/countryschool/forms/Student_ELEMENTARY_Fitness_Log_Updated.pdf</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Fitness Testing

Education.

EU 6: Good sportmanship involves cooperation, communication and positive interactions with teammates and opponents.

EU 7: Movement sequences can be performed individually and with others, based on tempo, beat, rhythm and music.

EU 8: Movement skills should be performed with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games)

EU 9: Safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in the lifelong physical activity and living a healthy lifestyle.

EU 10: Safely engaging in physical activity will improve one's overall quality of life.

EU 11: Participating in daily stretching will help increase flexibility, help prevent injury and improve one's overall quality of life.