



# **Fox Valley Lutheran Schools**

Christian Child Care & Education for Pre-K - 12th Grade

## **Physical Education & Health Curriculum 2021:**

### **FVL Schools Partners**

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**Riverview Lutheran School**  
**St. Paul Lutheran School**  
**St. Peter Lutheran School**

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# Philosophy of Physical Education & Health Curriculum

God's great power and wisdom are truly evident in His creation of the human body. Consider the wonderful ways that He made people. God has given them bodies to think, act, and worship him. Each individual has been blessed with the gifts of physical, cognitive, and social and emotional abilities.

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength” (Mark 12:30).

In FVL Schools, Christ-centered instruction in physical and health education contributes to a lifelong appreciation of individual gifts and engagement in whole-body wellness. This instruction exists to bring glory to God by equipping students to function as active servants of Christ in body, mind, and soul.

As students in Wisconsin, FVL Schools additionally strives to provide a developmentally appropriate learning progression to develop health and wellness. Students benefit from instruction of foundational skills, knowledge, and dispositions beginning in their early years of school and continue to have opportunities to mature their abilities through their middle school years (Taylor, 2020). This intentional progression is aligned with the *Wisconsin Standards for Physical Education* (2020). Therefore, educators in FVL Schools recognize the vision, found in the state standards document, for physical education:

As an academic subject and part of a well-rounded education, physical education is a well-planned sequential, “standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors” for mental and emotional health and active healthy living. Physical education contributes to the development of physical literacy, which is defined as an individual having the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for purposeful engagement in physical activity for the development of the whole person throughout their lifespan. Beyond creating physically literate individuals, physical education is a subject supporting learning in all academic areas as evidence affirms participation in physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive relationships (Taylor, 2020).

Thus in FVL Schools, physical education and health class are treated as:

- A separate course with an intentional plan.
- The intentional plan is either wellness focused or fitness focused.
- An emphasis in our schools because of our nation's current health crisis of proper exercise and eating. It must be emphasized to help combat depression, anxiety, and stress (serotonin, dopamine, etc) (Taylor, 2020).
- An opportunity for students to explore various fitness activities where they set goals with the intention of teaching perseverance, which leads to character, which leads to hope.

*Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us (Romans 5:3-5).*

The *FVL Schools K-8 Physical Education & Health Curriculum (2021)* is drawn from the:

- *Wisconsin Standards for Physical Education (2020)*
- *SHAPE America Grade-Level Outcomes for K-12 Physical Education (2013)*
- *Wisconsin Social and Emotional Learning Competencies (2018)*
- Collaborative for Social Emotional Learning

## Exit Goals for Graduation

The eighth grade exit outcomes incorporate the five Wisconsin standards. These standards for Physical Education & Health are from the *Wisconsin Standards for Physical Education* (2020) and align with the SHAPE America *Grade-Level Outcomes for K-12 Physical Education* (2013).

### ***At-A-Glance the 5 Wisconsin State Standards...***

Wisconsin students will be able to...

1. Demonstrate competency in a variety of motor skills and movement patterns. (physical)
2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (cognitive)
3. Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (physical, cognitive)
4. Exhibit responsible personal and social behavior that respects self and others. (social and emotional)
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. (social and emotional)

## Physical Education & Health Attainment Targets (Student Can-Do Statements):

By the end of eighth grade, all FVL Schools students who have had the opportunity to develop their physical education and health abilities will be able to state:

I can...

### **Physical**

- Participate appropriately in multiple physical and wellness activities.
- Demonstrate competency in a variety of motor skills and movement patterns.
- Maintain and improve the quality of my life by setting goals and reflecting upon them.

### **Cognitive**

- Identify physical activities that I enjoy to stay healthy.
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Describe how food and physical activity impact the body.

### **Social and Emotional**

- Demonstrate understanding and respect for differences among people in physical activity settings.
- Demonstrate a positive attitude toward physical education and health (physically, mentally, emotionally, and socially).
- Use good sportsmanship and fair play when interacting with others.



## Grade Level Measurable Objectives

In order to provide continuity regardless of student enrollment and grade level combinations, the measurable objectives have been divided into the five standards by grade level. Each standard is introduced with spiritual goals in order to clearly reflect the rich and well-rounded curriculum that is strongly rooted in God's Word. The objectives also refer to the coinciding state and national standards.

**Spiritual Goals:** In FVL Schools, students will appreciate the fact that the body is the temple of the Holy Spirit and, therefore, should be used to glorify God. They will understand the responsibility they have for caring for their bodies, which are God's special gifts to them. Thus, FVL Schools students will realize and demonstrate that physical, cognitive, and social and emotional health should be preserved and developed to the fullest extent.

## Academic Goals:

### Elementary Grades (Kindergarten - 4th Grades)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Locomotor:</b> <i>Walk, Run, Hop, Leap, Slide, Gallop, Skip</i>	Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance (PE.S1.E1.K, SA.S1.E1.K).	Hop, gallop, jog, and slide using a mature pattern (PE.S1.E1.1, SA.S1.E1.1).	Skip using a mature pattern (PE.S1.E1.2a, SA.S1.E1.2). Run with a mature pattern (PE.S1.E1.2b, SA.S1.E2.2a).	Leap using a mature pattern (PE.S1.E1.3, SA.E1.3).	Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (PE.S1.E1.4a, SA.S1.E1.4). Demonstrate pacing with teacher direction. (PE.S1.E1.4b).
<b>Locomotor:</b> <i>Jogging, Running</i>			Moves showing differentiation between jogging and sprinting (SA.S1.E2.2b).	Moves showing differentiation between sprinting and running (SA.S1.E2.3).	Runs for distance using a mature pattern (SA.S1.E2.4).
<b>Locomotor:</b> <i>Jumping and Landing (in both horizontal and vertical planes)</i>	Perform jumping and landing actions with balance (PE.S1.E2.K, SA.S1.E3.K).	Demonstrate two of the five critical elements in both jumping for distance and for height using twofoot takeoffs and landings (PE.S1.E2.1, SA.S1.E3.1, SA.S1.E4.1).	Demonstrate four of the five critical elements for jumping and landing using a variety of one and two-foot take-offs and landings (PE.S1.E2.2, SA.S1.E3.2, SA.S1.E4.2).	Jump and land in the horizontal and vertical planes using a mature pattern (PE.S1.E2.3, SA.S1.E3.3).	Demonstrate step take-offs and landings specific to educational gymnastics (PE.S1.E2.4, SA.S1.E3.4).
<b>Locomotor:</b> <i>Dance/ Rhythmic Activities</i>	Perform locomotor skills in response to teacher-led creative dance (PE.S1.E3.K, SA.S1.E5.K).	Combine locomotor and non-locomotor skills in a teacher-designed dance (PE.S1.E3.1, SA.S1.E5.1).	Perform a teacher- and/or student-designed rhythmic activity with the correct response to simple rhythms (PE.S1.E3.2, SA.S1.E5.2).	Perform teacher-selected and developmentally appropriate dance steps/rhythm and movement patterns (PE.S1.E3.3, SA.S1.E5.3).	Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance (PE.S1.E3.4, SA.S1.E5.4).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Locomotor:</b> <i>Combinations</i>				Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in teacher- or student-designed small-sided practice tasks (PE.S1.E4.3, SA.S1.E6.3).	Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks (PE.S1.E4.4, SA.S1.E6.4).
<b>Non-Locomotor (Stability):</b> <i>Weight Transfer and Rolling Actions</i>	Roll sideways in a narrow body shape (PE.S1.E5.K, SA.S1.E9.K). <i>No weight transfer skill.</i>	Roll with either a narrow or curled body shape (PE.S1.E5.1, SA.S1.E9.1). <i>No weight transfer skill.</i>	Roll in different directions with either a narrow or curled body shape (PE.S1.E5.2b, SA.S1.E9.2). Transfer weight from one body part to another in self-space, dance, and gymnastics (PE.S1.E5.2a, SA.S1.E8.1).	<i>Applies rolling actions.</i> Transfer weight from feet to different body parts or bases of support for balance and rolling (PE.S1.E5.3).	<i>Applies rolling actions.</i> Transfer weight from feet to hands for momentary weight support (PE.S1.E5.4a, SA.S1.E8.3). Transition into and out of a roll as part of a stability sequence (PE.S1.E5.4b).
<b>Non-Locomotor (Stability):</b> <i>Balance</i>	Maintain momentary stillness on different bases of support (PE.S1.E6.Ka, SA.S1.E7.Ka). Form wide, narrow, curled, and twisted body shapes (PE.S1.E6.Kb, SA.S1.E7.Kb).	Maintain stillness on different bases of support with different body shapes (PE.S1.E6.1, SA.S1.E7.1).	Balance on different bases of support, combining levels and shapes (PE.S1.E6.2a, SA.S1.E7.2a). Balance in an inverted position* with stillness and supportive base (PE.S1.E6.2b, SA.S1.E7.2b).	Balance on different bases of support, demonstrating muscular tension and extensions of free body parts (PE.S1.E6.3, SA.S1.E7.3).	Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pog (PE.S1.E6.4, SA.S1.E7.4).
<b>Non-Locomotor (Stability):</b> <i>Curling and Stretching; Twisting and Bending</i>	Contrast the actions of curling and stretching (PE.S1.E7.K, SA.S1.E10.K).	Demonstrate twisting, curling, bending, and stretching actions (PE.S1.E7.1, SA.S1.E10.1).	Differentiate among twisting, curling, bending, and stretching actions (PE.S1.E7.2, SA.S1.E10.2).	Move into and out of gymnastics balances with curling, twisting, and stretching actions (PE.S1.E7.3, SA.S1.E10.3).	Move into and out of balances on an apparatus with curling, twisting, and stretching actions (PE.S1.E7.4, SA.S1.E10.4).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Non-Locomotor (Stability):</b> <i>Combinations</i>			Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence) (PE.S1.E8.2, SA.S1.E11.2).	Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance (PE.S1.E8.3, SA.S1.E11.3).	Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner (PE.S1.E8.4, SA.S1.E11.4).
<b>Non-Locomotor (Stability):</b> <i>Balance &amp; Weight Transfer</i>				Combines balance and weight transfers with movement concepts to create and perform a dance (PE.S1.E9.3, SA.S1.E12.3).	Combines traveling with balance and weight transfers to create a dance/gymnastics sequence with and without equipment or apparatus (PE.S1.E9.4, SA.S1.E12.4).
<b>Manipulative:</b> <i>Underhand Throw; Underhand Roll</i>	Roll or throw underhand with the opposite foot forward (PE.S1.E10.K, SA.S1.E13.K).	Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern (PE.S1.E10.1, SA.S1.E13.1).	Roll or throw underhand using all five critical elements of a mature pattern (PE.S1.E10.2, SA.S1.E13.2).	Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy (PE.S1.E10.3, SA.S1.E14.3).	Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects (PE.S1.E10.3, SA.S1.E14.5).
<b>Manipulative:</b> <i>Overhand Throw</i>  <i>Backhand Throw (disc)</i>			Throw overhand, demonstrating three of the five critical elements of a mature pattern (PE.S1.E11.2).	Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force (PE.S1.E11.3).	Throw overhand using a mature pattern with accuracy in non-dynamic environments (PE.S1.E11.4a, SA.S1.E14.4a). Throw overhand to a moving partner with reasonable accuracy at a reasonable distance (PE.S1.E11.4b, SA.S1.E14.4b). Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments (PE.S1.E11.4d).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Manipulative:</b> <i>Passing (with hands)</i>					Pass to a moving partner with reasonable accuracy in a non-dynamic environment (PE.S1.E12.4).
<b>Manipulative:</b> <i>Catching</i>	Drop an object and catch it before it bounces twice (PE.S1.E13.Ka, SA.S1.E16.Ka). Catch a large object tossed by a skilled thrower (PE.S1.E13.Kb, SA.S1.E16.Kb).	Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements (PE.S1.E13.1a, SA.S1.E16.1a). Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements (PE.S1.E13.1b, SA.S1.E16.1b).	Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body (PE.S1.E13.2, SA.S1.E16.2).	Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature (PE.S1.E13.3, SA.S1.E16.3).	Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (PE.S1.E13.4a, SA.S1.E16.4).
<b>Manipulative:</b> <i>Dribbling (with hands)</i>	Dribble a ball with one hand, attempting the second contact (PE.S1.E14.K, SA.S1.E17.K).	Dribble in self-space using the preferred hand, demonstrating two of the five critical elements of a mature pattern (PE.S1.E14.1, SA.S1.E17.1).	Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern (PE.S1.E14.2a, SA.S1.E17.21). Dribble using the preferred hand while walking in general space (PE.S1.E14.2b, PE.S1.E17.2b).	Dribble and move in general space at slow to moderate jogging speed with control of ball and body (PE.S1.E14.3, SA.S1.E17.3).	Dribble in self-space with both the preferred and nonpreferred hand using a mature pattern (PE.S1.E14.4a, SA.S1.E17.4a). Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student-designed small-sided practice task environment (PE.S1.E14.4b, SA.S1.E17.4b). Dribble an object in combination with other skills (e.g., passing, receiving, shooting) (SA.S1.E20.4).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Manipulative:</b> <i>Kicking</i>	Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern (PE.S1.E15.K, SA.E21.K).	Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern (PE.S1.E15.1, SA.E21.1).	Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern (PE.S1.E15.2, SA.E21.2).	Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each (PE.S1.E15.3a, SA.E21.3a). Use a continuous running approach to kick a stationary object for accuracy (PE.S1.E15.3b, SA.E21.3b).	Kick along the ground and in the air and punt using mature patterns in practice task environments (PE.S1.E15.4, SA.E21.4).
<b>Manipulative:</b> <i>Dribbling (with feet)</i>	Tap an object using the inside of the foot, sending it forward (PE.S1.E16.K, SA.S1.E18.K).	Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space (PE.S1.E16.1, SA.S1.E18.1).	Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern (PE.S1.E16.2, SA.S1.E18.2).	Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern (PE.S1.E16.3, SA.S1.E18.3).	Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions (PE.S1.E16.4a, SA.S1.E18.4). Dribble an object in combination with other skills (e.g., passing, receiving, shooting) (PE.S1.E16.4b, SA.S1.E20.4).
<b>Manipulative:</b> <i>Passing &amp; Receiving (with feet)</i>				Pass and receive an object with the insides of the feet to and from a stationary partner, absorbing or cushioning the object before returning the pass (PE.S1.E17.3, SA.S1.E19.3).	Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment (PE.S1.E17.4a, SA.S1.E19.4a). Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, absorbing or cushioning the object before returning the pass (PE.S1.E17.4b, SA.S1.E19.4b).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Manipulative:</b> <i>Volley Underhand</i>	Volley a lightweight object (balloon), with an open palm, sending it upward (PE.S1.E18.K, SA.S1.E22.K).	Volley an object upward with consecutive hits (PE.S1.E18.1a). Volley an object forward, demonstrating two of the five critical elements of a mature pattern (PE.S1.E18.1b).	Volley an object forward, demonstrating three of the five critical elements of a mature pattern (PE.S1.E18.2).	Volley an object with an underhand striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating four of the five critical elements of a mature pattern (PE.S1.E18.3, SA.S1.E22.3).	Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern (e.g., 2 square, 4 square, handball) (PE.S1.E18.4, SA.S1.E22.4).
<b>Manipulative:</b> <i>Volley Overhand</i>					Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks (PE.S1.E19.4, SA.S1.E23.4).
<b>Manipulative:</b> <i>Striking with Short-handled Implement</i>	Strike a lightweight object with a paddle or short-handled racket (PE.S1.E20.K, SA.S1.E24.K).	Strike an object with a short-handled implement, sending it upward (PE.S1.E20.1, SA.S1.E24.1).  (pickleball/plastic racquet and foam ball/giant birdie - 1st & 2nd)	Strike an object upward with a short-handled implement, using consecutive hits (PE.S1.E20.2a, SA.S1.E24.2). Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern (PE.S1.E20.2b).	Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern (PE.S1.E20.3, SA.S1.E24.3a, SA.S1.E24.3b).	Strike an object with a short-handled implement, demonstrating a mature pattern (PE.S1.E20.4a, SA.S1.E24.4a). Strike an object with a short-handled implement alternating hits with a partner over a low net or against a wall (PE.S1.E20.4b, SA.S1.E24.4b).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					
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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Manipulative:</b> <i>Striking with Long-handled Implement</i>				Strike an object with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using appropriate grip for the implement and proper body orientation. Note: Use batting tee or object tossed by teacher (PE.S1.E21.3, SA.S1.E25.3).	Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through) (PE.S1.E21.4, SA.S1.E25.4).
<b>Manipulative:</b> <i>In combination with locomotor</i>					Combines moving with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. (PE.S1.E11.4c, PE.S1.E13.4b, PE.S1.E14.4c, S1.E26.4).
<b>Manipulative:</b> <i>Jumping Rope</i>	Execute a single jump with a self-turned rope (PE.S1.E22.Ka, SA.S1.E27.Ka). Jump a long rope with teacher-assisted turning (PE.S1.E22.Kb, SA.S1.E27.Kb).	Jump forward or backward consecutively using a self-turned rope (PE.S1.E22.1a, SA.S1.E27.1a). Jump a long rope up to five times consecutively with teacher-assisted turning (PE.S1.E22.1.b, SA.S1.E27.1b).	Jump a self-turned rope consecutively forward and backward with a mature pattern (PE.S1.E22.2a, SA.S1.E27.2a). Jump a long rope five times consecutively with student-assisted turning (PE.S1.E22.2b, SA.S1.E27.2b).	Perform intermediate jump rope skills (e.g., a variety of simple tricks, running in and out of long rope) for both long and short ropes (PE.S1.E22.3, SA.S1.E27.3).	Create and perform a jump rope routine with either a short or long rope (PE.S1.E22.4, SA.S1.E27.4).
<b>Outdoor Pursuits/Adventure Activities</b>		Identify at least two basic skills needed to perform teacher-directed activity (PE.S1.E23.1).	Demonstrate at least two critical skills needed to perform teacher-directed activity (PE.S1.E23.2).	Demonstrate at least three critical skills needed to perform teacher-directed activity (PE.S1.E23.3).	Demonstrate at least four critical skills needed to perform teacher-directed activity (PE.S1.E23.4).



Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.					
Learning Priorities:	Performance Indicators				
Movement Concepts	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Movement Concepts:</b> <i>Space</i>	Differentiate between movement in personal (self-space) and general space (PE.S2.E1.Ka, SA.S2.E1.Ka). Move in personal space to a rhythm (PE.S2.E1.Kb, SA.S2.E1.Kb).	Move in self-space and general space in response to designated beats or rhythms (PE.S2.E1.1, SA.S2.E1.1).	Combine locomotor skills in general space to a rhythm (PE.S2.E1.2, SA.S2.E1.2).	Recognize and create open space in various physical activities (PE.S2.E1.3, SA.S2.E1.3).	Apply the concept of open spaces to combination skills involving moving (e.g., dribbling and moving) (PE.S2.E1.4a, SA.S2.E1.4a). Apply the concept of closing spaces in small-sided practice tasks (PE.S2.E1.4b, SA.S2.E1.4b). Dribble in general space with changes in direction and speed (PE.S2.E1.4c, SA.S2.E1.4c).
<b>Movement Concepts:</b> <i>Pathways, Shapes, and Levels</i>	Move in three different pathways (e.g., straight line, curved line, and zigzag) (PE.S2.E2.K, SA.S2.E2.K).	Move demonstrating low, middle and high levels (PE.S2.E2.1a, SA.S2.E2.1a). Move demonstrating a variety of relationships with objects (e.g., over, under, around, through) (PE.S2.E2.1b, SA.S2.E2.1b).	Combine shapes, levels, and pathways into simple movement, dance and gymnastics sequences (PE.S2.E2.2, SA.S2.E2.2).	Recognize and perform locomotor skills specific to a wide variety of physical activities (PE.S2.E2.3, SA.S2.E2.3).	Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (PE.S2.E2.4, SA.S2.E2.4).
<b>Movement Concepts:</b> <i>Speed, Direction, and Force</i>	Move in general space at different speeds (PE.S2.E3.K, SA.S2.E3.K).	Differentiate between fast and slow speeds (PE.S2.E3.1a, SA.S2.E3.1a). Differentiate between strong and light force (PE.S2.E3.1b, SA.S2.E3.1b).	Vary time and force with gradual increases and decreases (PE.S2.E3.2, SA.S2.E3.2).	Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher (PE.S2.E3.3, SA.S2.E3.3).	Apply the movement concepts of speed, endurance, and pacing for running (PE.S2.E3.4a, SA.S2.E3.4a). Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target (PE.S2.E3.4b, SA.S2.E3.4b).
<b>Movement Concepts:</b> <i>Strategy &amp; Tactics</i>				Apply simple strategies and tactics in chasing and fleeing activities (PE.S2.E4.3a, SA.S2.E5.3a, PE.S2.E4.3b, SA.S2.E5.3b).	Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striding activities (PE.S2.E4.4, SA.S2.E5.4).

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<i>Physical Activity Knowledge</i>	Identify active play opportunities in and out of school (outside of PE class) (PE.S3.E1.K, SA.S3.E1.K).	Explain the importance of daily physical activity (PE.S3.E1.1).	Discuss the benefits of being active, playing, and exercising (PE.S3.E1.2).	Identify risks associated with physical inactivity (PE.S3.E1.3a). Understand the physical activity recommendations for youth (PE.S3.E1.3b).	Identify factors that motivate or deter daily participation in physical activity (PE.S3.E1.4).
<i>Engages in Physical Activity</i>	Participates actively in physical education class (SA.S3.E2.K).	Engages actively in physical education class (SA.S3.E2.1).	Engages actively in physical education class in response to instruction and practice (SA.S3.E2.2).	Engages actively in the activities of physical education class without teacher prompting (SA.S3.E2.3).	Engages actively in the activities of physical education class, both teacher-directed and independent (SA.S3.E2.4).
<i>Fitness Knowledge: Cardiorespiratory Endurance</i>	Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster) (PE.S3.E2.Ka, SA.S3.E3.K). Recognize exercising the heart helps keep the body healthy (PE.S3.E2.Kb).	Identify the heart as a muscle that grows stronger with exercise, play and physical activity (PE.S3.E2.1a, SA.S3.E3.1). Identify activities that build muscle and increase heart rate and lung capacity (PE.S3.E2.1b).	Identify where and how to find pulse (PE.S3.E2.2b). Identify activities that build muscle and increase heart rate and lung capacity (PE.S3.E2.1b).	Identify where and how to find and count heart rate (PE.S3.E2.3b).	Categorizes cardiorespiratory endurance as one component of health-related fitness (PE.S3.E2.4b).

This standard continued on the next page.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

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Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<b>Fitness Knowledge:</b> <i>Muscular Strength Endurance</i>	Recognize the body has bones and muscles (PE.S3.E3.K).	Describe the connection between muscles and one's ability to move (PE.S3.E3.1).	Identify basic exercises to improve muscular strength and endurance (e.g., hold body in plank position, animal walks) (PE.S3.E3.2, SA.S3.E3.2a, SA.S3.E3.2b).	Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components (PE.S3.E3.3, SA.S3.E3.3).	Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance (PE.S3.E3.4a, SA.S3.E3.4). Categorize muscular strength and endurance as one component of health-related fitness (PE.S3.E3.4b, SA.S3.E3.4).
<b>Fitness Knowledge:</b> <i>Flexibility</i>				Demonstrate warmup and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity (PE.S3.E4.3, SA.S3.E4.3).	Explain why a particular stretch is appropriate preparation for a specific physical activity (PE.S3.E4.4a, SA.S3.E4.4). Identify flexibility as a component of health-related fitness (PE.S3.E4.4a, SA.S3.E4.4).
<b>Fitness Knowledge:</b> <i>Body Composition</i>				Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out) (PE.S3.E5.4a). Identify body composition as a component of health-related fitness (PE.S3.E5.4b).	
<b>Nutrition</b>	Recognize that food provides energy for physical activity (PE.S3.E9.K, SA.S3.E6.K).	Differentiate between healthy and unhealthy food (PE.S3.E9.1, SA.S3.E6.1).	Recognize the balance of good nutrition and hydration with physical activity (PE.S3.E9.2, SA.S3.E6.2).	Identify foods that are nutrient-dense (beneficial for both before and after physical activity) (PE.S3.E9.3, SA.S3.E6.3).	Discuss the importance of proper hydration choices relative to physical activities (PE.S3.E9.4, SA.S3.E6.4).

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Learning Priorities:	Performance Indicators (Note: The Wisconsin Social and Emotional Learning Competencies (WSELCE) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.)				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<i>Self-Awareness: Personal Responsibility</i>	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (SA.S4.E1.K). Acknowledges responsibility for behavior when prompted (SA.S4.E2.K).	Accepts personal responsibility by using equipment and space appropriately (SA.S4.E1.1). Follows the rules and parameters of the learning environment (SA.S4.E2.1).	Practices skills with minimal teacher prompting. (SA.S4.E1.2). Accepts responsibility for class protocols with behavior and performance actions (SA.S4.E2.2).	Exhibits personal responsibility in teacher-directed activities. (SA.S4.E1.3). Works independently for extended periods of time. (SA.S4.E2.3).	Exhibits responsible behavior in independent group situations. (SA.S4.E1.4). Reflects on personal social behavior in physical activity. (SA.S4.E2.4).
<i>Safety</i>	Identify how to safely participate with peers and safely use equipment while following teacher directives (PE.S4.E1.K2, SA.S4.E6.K, WSELCE 2).	Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders (PE.S4.E1.1, SA.S4.E6.1, WSELCE 2).	Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders (PE.S4.E1.2, SA.S4.E6.2, WSELCE 22).	Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders (PE.S4.E1.3, SA.S4.E6.3, WSELCE 22).	Apply safety practices with peers and equipment in a variety of physical activity settings (PE.S4.E1.4, SA.S4.E6.4, WSELCE 22).
<i>Social Awareness: Procedures &amp; Protocols</i>	Recognize the established protocol for the learning environment. (PE.S4.E2.K, SA.S4.E5.K, WSELCE 21).	Exhibit the established protocols for the learning environment (PE.S4.E2.1, SA.S4.E.1, WSELCE 21).	Recognize the role of procedures and protocols in the learning environment (PE.S4.E2.2, SA.S4.E5.2, WSELCE 21).	Apply the procedures and protocols in the learning environment (PE.S4.E2.3, SA.S4.E5.3, WSELCE 21).	Independently choose to apply the procedures and protocols in various learning environments (PE.S4.E2.4, SA.S4.E5.4, WSELCE 21).
<i>Social Awareness: Working with Others</i>	Recognize everyone has similarities and differences with teacher guidance (PE.S4.E3.K., WSELCE 14). Shares equipment and space with others (SA.S4.E4.K, WSELCE 18).	Identify similarities and differences between peers with minimal or no teacher guidance (PE.S4.E3.1, WSELCE 14). Works independently with others in a variety of class environments (e.g., small and large groups) (SA.S4.E4.1, WSELCE 18).	Demonstrate respect of individual differences with teacher guidance (PE.S4.E3.2, WSELCE 14). Works independently with others in partner environments (SA.S4.E4.2, WSELCE 18).	Demonstrate respect of individual differences without teacher guidance (PE.S4.E3.3, WSELCE 14). Works cooperatively with others (SA.S4.E4.3a). Praises others for their successes in performance (PE.S4.E3.4, SA.S4.3b WSELCE 14).	Praises the performance of others both more skilled and less skilled (PE.S4.E3.4, SA.S4.E4.4a, WSELCE 14). Accepts players of all skill levels into the physical activity (SA.S4.E4.4a, WSELCE 14).

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Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.					
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Learning Priorities:	Performance Indicators (Note: The Wisconsin Social and Emotional Learning Competencies (WSEL) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.)				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<i>Self-Management: Goal Setting</i>	Demonstrate curiosity and willingness to engage in new experiences with teacher guidance (PE.S4.E4.K, WSEL 10).	Identify and apply steps and strategies to complete a simple goal with teacher guidance (PE.S4.E4.1, WSEL 10).	Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance (PE.S4.E4.2, WSEL 10).	Identify simple goals for improvement of personal well-being (SA.S4.E4.3, WSEL 18).	Create and implement an action plan towards meeting a goal (SA.S4.E4.4, WSEL 18).
<i>Relationship Skills: Feedback</i>	Adapt behavior based on teacher directives (PE.S4.E5.K, SA.S4.E3.K, WSEL 17).	Understand how feedback can improve performance (PE.S4.E5.1, WSEL 17). Respond appropriately to general feedback from the teacher (SA.S4.E3.K, WSEL 17).	Accept specific teacher-directed feedback (PE.S4.E5.2, SA.S4.E3.2, WSEL 17).	Accept and implement specific feedback from teacher or peers to adapt performance with teacher guidance (PE.S4.E5.3, SA.S4.E3.3, WSEL 17).	Independently adapt performance based on teacher or peer feedback (PE.S4.E5.4, SA.S4.E3.4, WSEL 17).
<i>Relationship Skills: Conflict Resolution</i>	Identify and communicate needs in conflict situations with teacher guidance (PE.S4.E6.K, WSEL 19).	Identify and communicate needs in conflict situations with minimal teacher guidance (PE.S4.E6.1, WSEL 19).	Recognize individual perspectives may vary from person to person (PE.S4.E6.2 WSEL 19).	Identify and explain others perspectives during conflicts (PE.S4.E6.3 WSEL 19).	Identify basic conflict resolution strategies for resolving conflict constructively/ civilly (PE.S4.E6.4 WSEL 19).
<i>Decision-Making</i>	Recognize that they have choices in how to respond to situations with teacher guidance (PE.S4.E7.K, WSEL 20).	Recognize that they have choices in how to respond to situations with minimal teacher guidance (PE.S4.E7.1, WSEL 20).	Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance (PE.S4.E7.2, PE.S4.E7.3, WSEL 20).	Evaluate possible choices and the consequences of those choices with teacher guidance (PE.S4.E7.4, WSEL 20).	

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Learning Priorities:	Performance Indicators				
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<i>Health and Well-being</i>	Recognize that physical activity is important for overall health and well-being (PE.S5.E1.K, SA.S5.E1.K).	Identify physical activity as a component of overall health and well-being (PE.S5.E1.1, SA.S5.E1.1).	Identify different types of physical activity that positively impact overall health and well-being (PE.S5.E1.2).	Recognize the value of balancing physical activity and well-being (PE.S5.E1.3, SA.S5.E1.2).	Discuss the relationship between physical activity and well-being (PE.S5.E1.4, SA.S5.E1.3).
<i>Self-Awareness &amp; Self-Management: Challenge &amp; Growth Mindset</i>	Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities (PE.S5.E2.K, WSEL C 11).	Recognize that attempting and repeating activities can lead to success (PE.S5.E2.1, SA.S5.E2.1, WSEL C 11).	Persist toward reaching a goal despite setbacks with teacher guidance (PE.S5.E2.2, WSEL C 11).	Persist toward reaching a goal despite setbacks with minimal teacher guidance (PE.S5.E2.3, WSEL C 11).	Identify strategies to persist and maintain motivation when challenged (PE.S5.E2.4, WSEL C 11).
<i>Self-Expression, Social Interaction, and Enjoyment</i>	Identify physical activities that are enjoyable with or without others (PE.S5.E3.K, SA.S5.E3.Ka, SA.S5.E3.Kb).	Identify physical activities that provide self-expression [with or without others] (e.g., dance, gymnastics routines, practice tasks in game environments) (PE.S5.E3.2, SA.S5.E3.2).	Describe positive feelings that result from participating in physical activities with self or with friends (PE.S5.E3.1a, SA.S5.E3.1a). Discuss personal reasons (i.e., the “why”) for enjoying physical activities (PE.S5.E3.1b, SA.S5.E3.1b).	Reflect on the reasons for enjoying selected physical activities that are completed individually or with peers (PE.S5.E3.3, SA.S5.E3.3, SA.S5.E4.3).	Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities (PE.S5.E3.4, SA.S5.E3.4, SA.S5.E4.4).

## Academic Goals:

### Middle School (5th - 8th Grades)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.				
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b>Dance &amp; Rhythms</b>	Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern (PE.S1.E3.5, SA.S1.E5.5).	Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (PE.S1.M1.6a, SA.S1.M1.6).	Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic based fitness activity (PE.S1.M1.7a, SA.S1.M1.7).	Exhibit command of rhythm and timing by creating a movement sequence to music as a group (PE.S1.M1.8).
<b>Invasion Games: Throwing</b>	Throw overhand with accuracy with both partners moving (PE.S1.E11.5a, SA.S1.E14.5b). Throw overhand with reasonable accuracy in dynamic small-sided games (PE.S1.E11.5b, SA.S1.E14.5a). Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force (PE.S1.E11.5c).	Throws with a mature pattern for distance or power appropriate to the practice task (PE.S1.M2.6, SA.S1.M2.6).	Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment (PE.S1.M2.7, SA.S1.M2.7).	Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures (PE.S1.M2.8, SA.S1.M2.8).
<b>Invasion Games: Catching</b>	Catches with accuracy, both partners moving (SA.S1.E16.5b). Catches with reasonable accuracy in dynamic, small-sided practice tasks. (PE.S1.E12.5, SA.S1.E16.5c).	Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks (PE.S1.M3.6, SA.S1.M3.6).	Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play (PE.S1.M3.7, SA.S1.M3.7).	Catch using an implement in a small-sided game play (PE.S1.M3.8, SA.S1.M3.8).

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					CONTINUED FROM PAGE 22				
Learning Priorities:	Performance Indicators								
	5th Grade	6th Grade	7th Grade	8th Grade					
<b>Invasion Games: Passing &amp; Receiving</b>	Pass with the feet using a mature pattern as both partners move (PE.S1.E17.5a, SA.S1.E19.5a). Receive a pass with the feet using a mature pattern as both partners move (PE.S1.E17.5b, SA.S1.E19.5b).	Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures (PE.S1.M4.6, SA.S1.M4.6).	Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including those from other cultures (PE.S1.M4.7, SA.S1.M4.7).	Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures (PE.S1.M4.8, SA.S1.M4.8).					
	Throws with accuracy, both partners moving (PE.S1.E12.5a, SA.S1.E15.5a). Throws with reasonable accuracy in dynamic, small-sided practice tasks (PE.S1.E12.5a, SA.S1.E15.5a)	Throw, while stationary, a leading pass to a moving receiver (PE.S1.M5.6, SA.S1.M5.6).	Throw, while moving, a leading pass to a moving receiver (PE.S1.M5.7, SA.S1.M5.7).	Throw a leading pass to a moving partner off a dribble or pass (PE.S1.M5.8, SA.S1.M5.8).					
<b>Invasion Games: Offensive Skills</b>	Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks (PE.S1.M6.6, SA.S1.M6.6, SA.S1.M7.6).		Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, jab steps, screens, give and go (PE.S1.M6.7, SA.S1.M6.7, SA.S1.M7.7).		Execute at least two of the following to create open space during small-sided game play: pivots, fakes, jab steps, screens, give and go (PE.S1.M6.8, SA.S1.M6.8, SA.S1.M7.8).				
<b>Invasion Games: Dribbling/Object Control Combinations</b>	Dribble with hands using a mature pattern in a variety of small-sided games (PE.S1.E14.5, SA.S1.E20.5).	Dribble with dominant hand using a change of speed and direction in a variety of practice tasks (PE.S1.M7.6, SA.S1.M8.6).	Dribble with dominant and nondominant hands using a change of speed and direction in a dynamic environment (PE.S1.M7.7, SA.S1.M8.7).	Dribble with dominant and nondominant hands using a change of speed and direction in small-sided game play (PE.S1.M7.8, SA.S1.M8.8).					
	Dribble an object using a mature pattern in a variety of small-sided games (PE.S1.E16.5).	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks (PE.S1.M8.6, SA.S1.M9.6).	Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment (PE.S1.M8.7, SA.S1.M9.7).	Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures (PE.S1.M8.8, SA.S1.M9.8).					

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					CONTINUED FROM PAGE 23
Learning Priorities:	Performance Indicators				
	5th Grade	6th Grade	7th Grade	8th Grade	
<b><i>Invasion Games: Shooting on a Goal</i></b>	Demonstrate mature patterns in kicking and punting in small-sided game environments (PE.S1.E15.5, SA.S1.E21.5).	Shoot on goal with power during practice tasks (PE.S1.M9.6, SA.S1.M10.6).	Shoot on goal with power and accuracy in a dynamic environment (PE.S1.M9.7, SA.S1.M10.7).	Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures (PE.S1.M9.8, SA.S1.M10.8).	
<b><i>Invasion Games: Defensive Skills</i></b>	Maintain a defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player (PE.S1.M10.6, SA.S1.M11.6).		Slide in all directions while on defense without crossing feet (PE.S1.M10.7, SA.S1.M11.7).	Drop-step in the direction of the pass during player-to-player defense (PE.S1.M10.8, SA.S1.M11.8).	
<b><i>Net/Wall Games: Serving</i></b>	Volley underhand using a mature pattern during small-sided games (PE.S1.E18.5, SA.S1.E22.5).	Performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball (PE.S1.M11.6, SA.S1.M12.6).	Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball (PE.S1.M11.7, SA.S1.M12.7).	Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball (PE.S1.M11.6, SA.S1.M12.8).	
<b><i>Net/Wall Games: Striking</i></b>	Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures (PE.S1.E20.5, SA.S1.E24.5).	Strikes with a mature overhand pattern in a non-dynamic environment for net/ wall games such as volleyball, handball, badminton or tennis (PE.S1.M12.6, SA.S1.M13.6).	Strikes with a mature overhand pattern in a dynamic environment for net/ wall games such as volleyball, handball, badminton or tennis (PE.S1.M12.7, SA.S1.M13.7).	Strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis (PE.S1.M12.8, SA.S1.M13.8).	
<b><i>Net/Wall Games: Forehand &amp; Backhand</i></b>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis (PE.S1.M13.6, SA.S1.M14.6).		Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis (PE.S1.M13.7, SA.S1.M14.7).	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball (PE.S1.M13.8, SA.S1.M14.8).	
<b><i>Net/Wall Games: Weight Transfer</i></b>	Transfer weight with correct timing for the striking pattern (PE.S1.M14.6, SA.S1.M15.6).		Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side (PE.S1.M14.7, SA.S1.M15.7).	Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides (PE.S1.M14.8, SA.S1.M15.8).	

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					CONTINUED FROM PAGE 24
Learning Priorities:	Performance Indicators				
	5th Grade	6th Grade	7th Grade	8th Grade	
<b>Net/Wall Games:</b> <i>Volleying</i>	Forehand volley with a mature form and control using a short-handled implement (PE.S1.M15.6, SA.S1.M16.6).		Forehand and backhand volley with a mature form and control using a short-handled implement (PE.S1.M15.7, SA.S1.M16.7).	Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play, including those from other cultures (PE.S1.M15.8, SA.S1.M16.8).	
<b>Net/Wall Games:</b> <i>Two-Hand Volley</i>	Volley an object using a two-hand pattern, sending it upward to a target during small-sided games (PE.S1.E19.5, SA.S1.E23.5)	Two-hand volley with control in a variety of practice tasks (PE.S1.M16.6, SA.S1.M17.6).	Two-hand volley with control in a dynamic environment (PE.S1.M16.7, SA.S1.M17.7).	Two-hand volley with control in a small-sided game, including those from other cultures (PE.S1.M16.8, SA.S1.M17.8).	
<b>Target Games:</b> <i>Throwing</i>	Throw underhand to a large target with accuracy (PE.S1.E10.5, SA.S1.E15.5b).	Demonstrate a mature throwing pattern for a modified target game such as bowling, bocce, or horseshoes (PE.S1.M17.6, SA.S1.M18.6).	Execute consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce, or horseshoes (PE.S1.M17.7, SA.S1.M18.7).	Perform consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes (PE.S1.M17.8, SA.S1.M18.8).	
<b>Target Games:</b> <i>Striking</i>	Strike a dynamic object with a long-handled implement using a mature pattern in small-sided games (PE.S1.E21.5a, SA.S1.E25a). Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and moving skills in small-sided games (PE.S1.E21.5b, SA.S1.E25b).	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf (PE.S1.M18.6, SA.S1.M19.6).	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf (PE.S1.M18.7, SA.S1.M19.7).	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf (PE.S1.M18.8, SA.S1.M19.8).	
<b>Fielding &amp; Striking Games:</b> <i>Striking</i>		Strike an object with an implement with force in a variety of practice tasks (PE.S1.M19.6, SA.S1.M20.6).	Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment (PE.S1.M19.7, SA.S1.M20.7).	Strike an object with an implement for power to open space in a variety of small-sided game play, including those from other cultures (PE.S1.M19.8, SA.S1.M20.8).	

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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.					CONTINUED FROM PAGE 25
Learning Priorities:	Performance Indicators				
	5th Grade	6th Grade	7th Grade	8th Grade	
<b>Fielding &amp; Striking Games: Catching</b>	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills) (SA.S1.E16.5a).	Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks (PE.S1.M20.6, SA.S1.M21.6).	Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment (PE.S1.M20.7, SA.S1.M21.7).	Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures (PE.S1.M20.8, SA.S1.M21.8).	
<b>Outdoor Pursuits/ Adventure Activities</b>	Demonstrate five or more critical skills needed to perform a teacher-directed activity (PE.S1.E23.5).	Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity (PE.S1.M21.6, SA.S1.M22.6).	Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity (PE.S1.M21.7, SA.S1.M22.7).	Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities (PE.S1.M2186, SA.S1.M22.8).	

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b><i>Invasion Games: Space (with movement)</i></b>	Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures (PE.S2.E1.5, SA.S2.E1.5). Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with self-direction (PE.S2.E2.5, SA.S2.E2.5).	Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace) (PE.S2.M1.6, SA.S2.M1.6).	Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal) (PE.S2.M1.7, SA.S2.M1.7).	Open and close space during small-sided game play by combining locomotor patterns with movement concepts (PE.S2.M1.8, SA.S2.M1.8).
<b><i>Invasion Games: Creating Space (with tactics)</i></b>		Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go (PE.S2.M2.6, SA.S2.M2.6).	Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go (PE.S2.M2.7, SA.S2.M2.7, SA.S2.M3.7).	Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go (PE.S2.M2.8, SA.S2.M2.8, SA.S2.M3.8).
<b><i>Invasion Games: Reducing Space (changing the size and shape)</i></b>		Reduce open space on defense by making the body larger and reducing passing angles (PE.S2.M3.6, SA.S2.M4.6).	Reduce open space on defense by staying close to the opponent as he/she nears the goal (PE.S2.M3.7, SA.S2.M4.7).	Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (PE.S2.M3.8, SA.S2.M4.8).
<b><i>Invasion Games: Reducing Space (using denial)</i></b>		Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass (PE.S2.M4.6, SA.S2.M5.6).	Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection (PE.S2.M4.7, SA.S2.M5.7).	Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection (PE.S2.M4.8, SA.S2.M5.8).

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Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. CONTINUED FROM PAGE 27				
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b><i>Invasion Games: Transition</i></b>	Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures (PE.S2.E4.5, SA.S2.E5.5a, SA.S2.E5.5b).	Transition from offense to defense or defense to offense by recovering quickly (PE.S2.M5.6, SA.S2.M6.6).	Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates (PE.S2.M5.7, SA.S2.M6.7).	Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage (PE.S2.M5.8, SA.S2.M6.8).
<b><i>Net/Wall Games: Creating Space (through variation)</i></b>	Apply movement concepts to strategy in small-sided game situations, including those from other cultures (PE.S2.E3.5a, SA.S2.E3.5a). Apply the concepts of direction and force to strike an object (e.g., hands, long-handled implement) in small-sided games (PE.S2.E3.5b, SA.S2.E3.5b).	Create open space in net/wall games with either a long- or short-handled implement by varying force and direction (PE.S2.M6.6, SA.S2.M7.6).	Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving opponent from side to side (PE.S2.M6.7, SA.S2.M7.7).	Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back (PE.S2.M6.8, SA.S2.M7.8).
<b><i>Net/Wall Games: Using Tactics &amp; Shots</i></b>	Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments including those from other cultures, dance, and gymnastics (PE.S2.E3.5c, SA.S2.E3.5c).	Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent's offensive opportunities in varying practice tasks (PE.S2.M7.6, SA.S2.M8.6).	Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not) (PE.S2.M7.7, SA.S2.M8.7).	Vary placement, force, and timing of return to prevent anticipation by the opponent (PE.S2.M7.8, SA.S2.M8.8).
<b><i>Target Games: Shot Selection</i></b>	Select appropriate shot based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf) (PE.S2.M8.6, SA.S2.M9.6).		Vary the speed and trajectory of the shot based on the location of the object in relation to the target (PE.S2.M8.7, SA.S2.M9.7).	Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target (PE.S2.M8.8, SA.S2.M9.8).

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Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. CONTINUED FROM PAGE 28				
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b>Fielding &amp; Striking Games: Offensive Strategies</b>	Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures (PE.S2.E4.5, SA.S2.E5.5a, SA.S2.E5.5b).	Identify open spaces and attempt to use a variety of shots to strike the object into that space (PE.S2.M9.6, SA.S2.M10.6).	Use a variety of shots (e.g., line drive high arc) to hit the object into open space (PE.S2.M9.7, SA.S2.M10.7).	Identify sacrifice situations and attempt to advance a teammate (PE.S2.M9.8, SA.S2.M10.8).
<b>Fielding &amp; Striking Games: Reducing Space</b>		Identify and perform a defensive play based on the situation (e.g., number of outs) (PE.S2.M10.6, SA.S2.M11.6).	Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs) (PE.S2.M10.7, SA.S2.M11.7).	Analyze and apply defensive strategy by collaborating with teammates to maximize coverage (PE.S2.M10.8, SA.S2.M11.8).
<b>Movement Concepts, Principles, &amp; Knowledge</b>	Identify Newton's Three Laws of Motion and how they impact movement in physical activity (PE.S2.M11.6, SA.S2.M12.7).		Explain Newton's Three Laws of Motion as applied to various physical activities (PE.S2.M11.7).	Apply Newton's Three Laws of Motion to various physical activities (PE.S2.M11.8, SA.S2.M12.7).

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.				
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b>Physical Activity Knowledge: Obstacles</b>	Analyzes opportunities for participating in physical activity outside physical education class. (SA.S3.E1.4). Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (SA.S3.E1.5).	Identify obstacles related to maintaining a physically active lifestyle and seek solutions for eliminating those obstacles (PE.S3.M1.6, SA.S3.M1.6).	Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those obstacles (PE.S3.M1.7, SA.S3.M1.7).	Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate obstacles (PE.S3.M1.8, SA.S3.M1.8).
<b>Fitness Knowledge: Components</b>	Define skill-related and health-related fitness (PE.S3.E6.5, SA.S3.E3.5).	Provide examples of health-related and skill-related fitness physical activities (PE.S3.M2.6, SA.S3.M7.6).	Differentiate between health-related and skill-related fitness (PE.S3.M2.7, SA.S3.M7.7).	Compare and contrast health-related fitness and skill-related fitness components (PE.S3.M2.8, SA.S3.M7.8).
<b>Fitness Knowledge: Flexibility</b>	Analyze personal fitness levels/data for flexibility and determine strategies for improvement (PE.S3.E4.5a, SA.S3.E1.5). Differentiate and illustrate examples of flexibility (PE.S3.E4.5b).	Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups (PE.S3.M4.6, SA.S3.M9.6, SA.S3.M9.8).	Describe and demonstrate the difference between dynamic and static stretches (PE.S3.M4.7, SA.S3.M9.7).	Describe the role of flexibility in injury prevention (PE.S3.M4.8, SA.S3.M10.8).
<b>Fitness Knowledge: Health-Related Fitness Components</b>	Define aerobic and anaerobic capacity and muscular strength and muscular endurance (PE.S3.M5.6, SA.S3.M10.6).			
<b>Fitness Knowledge: FITT Principle (frequency, intensity, time, and type)</b>	Identify [and define] each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness and flexibility) (PE.S3.M6.6, SA.S3.M11.6).			
<b>Fitness Knowledge: Warm-Up &amp; Cool Down</b>	Identifies the need for warm-up and cool-down relative to various physical activities (SA.S3.E4.5). Describe the role of warm-ups and cool-downs before and after physical activity (PE.S3.M7.6, SA.S3.M12.6).			

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Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.			CONTINUED FROM PAGE 30	
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<b>Fitness Knowledge:</b> <i>Cardio-respiratory</i>	Apply rates of perceived exertion to pacing (PE.S3.M8.7b).		Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity (PE.S3.M8.8a, SA.S3.M13.8).	
<b>Fitness Knowledge:</b> <i>Body Systems</i>	Identify major muscles used in selected physical activities (PE.S3.M9.6, SA.S3.M14.6).		Describe how muscles pull on bones to create movement in pairs by relaxing and contracting (PE.S3.M9.7, SA.S3.M14.7).	
<b>Assessment &amp; Program Planning</b>	Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health (PE.S3.E8.5a, SA.S3.5a). Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log (PE.S3.M11.7, SA.S3.M16.7).			
<b>Nutrition: Healthy Nutritional Choices</b>	Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity (PE.S3.M12.8, SA.S3.M17.6).			
<b>Mindfulness &amp; Stress Management</b>	Identify positive and negative results of stress and appropriate ways of dealing with each (PE.S3.M13.6a, SA.S3.M18.6). Explain the connections between fitness and overall physical and mental health (PE.S3.M13.6b).		Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise (PE.S3.M13.7, SA.S3.M18.7).	
<b>Knowledge Application</b>	Develop an inventory of physical fitness activities for each of the components of fitness (PE.S3.M14b.6).		Engage in a variety of strength, endurance, and functional fitness activities (PE.S3.M14.7a, SA.S3.M4.7).	
	Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.) (PE.S3.M15.6, SA.S3.M5.6).		Reflect on personal participation in a variety of lifetime activities (PE.S3.M15.7, SA.S3.M5.7).	Log and analyze participation in a self-selected lifetime activity outside of the school day (PE.S3.M15.8, SA.S3.M5.8).



Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.				
Learning Priorities:	Performance Indicators (Note: The Wisconsin Social and Emotional Learning Competencies (WSEL) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.)			
	5th Grade	6th Grade	7th Grade	8th Grade
<i>Self-Awareness: Personal Responsibility</i>	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (SA.S4.E1.5). Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (SA.S4.E2.5a). Exhibits respect for self with appropriate behavior while engaging in physical activity (SA.S4.E2.5b).	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors (SA.S4.M1.6). Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk (SA.S4.M2.6).	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates (SA.S4.M1.7). Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class (SA.S4.M2.7).	Accepts responsibility for improving one's own levels of physical activity and fitness (SA.S4.M1.8). Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school (SA.S4.M2.8).
<i>Safety</i>	Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings (PE.S4.E1.5, SA.S4.E6.5).	Identify safety concerns and protocols within the learning environment (PE.S4.M1.6, WSEL 22).	Implement safety protocols within the learning environment with teacher guidance (PE.S4.M1.7, SA.S4.M7.6, WSEL 22).	Independently implement safety protocols and identify the impact of those decisions (PE.S4.M1.8, SA.S4.M7.7, WSEL 22).
<i>Social Awareness: Procedures &amp; Protocols</i>	Independently choose to apply the procedures and protocols in various learning environments (PE.S4.E2.5).	Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities) (PE.S4.M2.6, SA.S4.M6.6).	Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities) (PE.S4.M2.7, SA.S4.M6.7).	Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities (PE.S4.M2.8, SA.S4.M6.8).
<i>Social Awareness</i>	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (PE.S4.E3.5, SA.S4.E4.5).	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (SA.S4.M4.6). Identify and define discrimination and stereotyping (PE.S4.M3.6, WSEL 14).	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (SA.S4.M4.7). Understand the effects of discrimination and stereotyping (PE.S4.M3., WSEL 14).	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (SA.S4.M4.8). Respectfully acknowledge perceived difference and support diversity. (PE.S4.M3.8, WSEL 14).

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Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.					CONTINUED FROM PAGE 32
Learning Priorities:	Performance Indicators (Note: The Wisconsin Social and Emotional Learning Competencies (WSEL) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.)				
	5th Grade	6th Grade	7th Grade	8th Grade	
<i>Social Awareness: Working with Others</i>	Cooperates with a small group of classmates during adventure activities, game play or team-building activities (SA.S4.M5.6).		Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play (SA.S4.M5.7).	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play (SA.S4.M5.8).	
<i>Self-Management : Goal Setting</i>	Assess level of engagement in their own learning for the achievement of personal goals (PE.S4.E4.5, WSEL 10).	Set attainable and realistic short-term (S.M.A.R.T) goals (PE.S4.M4.6, WSEL 10).	Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed (PE.S4.M4.7, WSEL 10).	Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing (PE.S4.M4.8, WSEL 10).	
<i>Relationship Skills: Feedback</i>	Independently and respectfully offers and responds appropriately to feedback (PE.S4.E5.5, SA.S4.E3.5).	Identify ways to improve performance using teacher-generated criteria (PE.S4.M5.6, SA.S4.M3.6, WSEL 17).	Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria (PE.S4.M5.7, SA.S4.M3.7, WSEL 17).	Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance (PE.S4.M5.8, SA.S4.M3.8, WSEL 17).	
<i>Relationship Skills: Conflict Resolution</i>	Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance (PE.S4.E6.5, WSEL 19).	Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance (PE.S4.M6.6, WSEL 19).	Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance (PE.S4.M6.7, WSEL 19).	Apply negotiation skills and conflict resolution strategies to resolve differences (PE.S4.M6.8, WSEL 19).	
<i>Decision-Making</i>	Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance (PE.S4.E7.5, WSEL 20).	Identify how choices can impact others in a positive and negative way (PE.S4.M7.6, WSEL 20).	Identify various factors, solutions, and outcomes that will influence decision-making (PE.S4.M7.7, WSEL 20).	Explain how various factors and solutions influence decision-making (PE.S4.M7.8, WSEL 20).	

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.				
Learning Priorities:	Performance Indicators			
	5th Grade	6th Grade	7th Grade	8th Grade
<i>Health and Well-being</i>	Examine the health benefits of physical activity and well-being (PE.S5.E1.5, SA.S5.E1.4).	Describe how being physically active leads to increased health and well-being and to decreased stress and for social interaction (PE.S5.M1.6, SA.S5.M1.6, SA.S5.M2.6).	Identifies different types of physical activities and describes how each exerts a positive effect (including mental and emotional aspects) on health and well-being (PE.S5.M1.7, SA.S5.M1.7, SA.S5.M2.7).	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the positive connections between fitness and overall physical and mental health (PE.S5.M1.8, SA.S5.M1.8, SA.S5.M2.8).
<i>Self-Awareness &amp; Self-Management: Challenge &amp; Growth Mindset</i>	Apply strategies to persist and maintain motivation when challenged (PE.S5.E2.5, WSEL C 11).	Identify when challenged personal strengths with teacher guidance (PE.S5.M2.6, WSEL C 11).	Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance (PE.S5.M2.7, SA.S5.M3.6, WSEL C 11).	Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success (PE.S5.M2.8, SA.S5.M3.8).
<i>Self-Expression &amp; Enjoyment</i>	Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment (PE.S5.E3.5, SA.S5.E3.5).	Identify why self-selected physical activities create enjoyment (PE.S5.M3.6, SA.S5.M4.7). Identify how self-expression and physical activity are related (PE.S5.M4.6, SA.S5.M5.6).	Explain how moving competently in a physical activity setting creates enjoyment (PE.S5.M3.7, SA.S5.M4.6). Explain the relationship between self-expression and lifelong enjoyment through physical activity (PE.S5.M4.6, SA.S5.M5.6).	Discuss how enjoyment could be increased in self-selected physical activities (PE.S5.M3.8, SA.S5.M4.8). Identify and participate in an enjoyable activity that prompts individual self-expression (PE.S5.M4.8, SA.S5.M5.8).
<i>Social Interaction</i>	Describe the social benefits gained from participating in physical activity (e.g., recess, youth sport) (SA.S5.E4.5).	Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game (PE.S5.M5.6, SA.S5.M6.6). Identify and explain how physical activity provides opportunities for increasing social interaction (PE.S5.M6.6).	Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates (PE.S5.M5.7, SA.S5.M6.7). Explain how physical activity provides opportunities for increasing social interaction (PE.S5.M6.7).	Identify expressions of empathy for others in various physical activities (PE.S5.M5.8). Identify opportunities for social support in a self-selected physical activity or dance (PE.S5.M6.8, SA.S5.M6.8).

## Lesson and Instructional Continuity

Physical education and physical activity are not the same. These terms are often used interchangeably, but they differ in critical ways. A quality physical education program contributes to the school's mission by following a set of standards that provides learning opportunities, appropriate instruction, and meaningful, challenging standards-based content for all students, including those with varying abilities... [In addition, a] standards-based physical education instructional program offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain a health-enhancing lifestyle. (Evers, 2017).

Therefore, FVL Schools understands that instructional units that are used across its campuses need to provide specific learning targets, assessment guidelines, and learning activities that allow students to develop health-enhancing behaviors and dispositions. The following units provide frameworks for FVL Schools educators to use as a baseline for instruction.

### **FVL Schools Recommended Units and Assessment Materials** (Links in parentheses below):

- [Appendix A: Kindergarten \(link\)](#)
- [Appendix B: 1st Grade \(link\)](#)
- [Appendix C: 2nd Grade \(link\)](#)
- [Appendix D: 3rd Grade \(link\)](#)
- [Appendix E: 4th Grade \(link\)](#)
- [Appendix F: 5th-6th Grade \(link\)](#)
- [Appendix G: 7th-8th Grade \(link\)](#)

## FVL Schools Definitions of Terms:

### Operational Definition of Activity Categories:

- **Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.
- **Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.
- **Dance & Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.
- **Individual-Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.
- **Games & Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.
- **Lifetime Recreational Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.

(Curriculum Framework Task Force, 2013)

## Assessments of Academic Growth & Achievement

FVL Schools educators understand that assessments for Physical Education and Health rely on the growth and achievement of students in physical, cognitive, and social and emotional learning. With a focus on both growth and achievement, both formative and summative assessments look to identify developmentally appropriate progress in the students' abilities.

### *Elementary (Kindergarten - 2nd Grade)*

- Teacher questions with student response
- Observations from teacher-guided small group or partner discussion and activity
- Simple verbal, written, physical, or pictorial assessments.
- Observations during whole-group collaborative opportunities and authentic engagements

### *Intermediate (3rd - 5th Grade)*

- Teacher and student questions and dialogue
- Observations from student-led small group or partner discussion and activity
- Verbal, written, physical, or pictorial assessments
- Observations during whole-group and small-group collaborative opportunities and authentic engagements

### *Middle School (6th - 8th Grade)*

- Student-led questioning and dialogue
- Observations from student-led small group or partner discussion and activity
- Verbal, written, physical, or pictorial assessments
- Observations during small-group and individual collaborative opportunities and authentic engagements

## **Evidence of Fundamental Principles of Student Growth**

### **Current Resources Used for Instruction**

## Bibliography

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