

**West Linn-Wilsonville School District
Primary (Grades K-5) Physical Education
Framework for Planning Instruction**

Curriculum Foundations		
<u>Important Ideas & Understandings</u>	<u>Significant Content Strands</u>	<u>Significant Skills to be Learned & Practiced</u>
<ul style="list-style-type: none"> • Individual responsibility to make healthy decisions and take healthy actions on matters concerning personal, family, and community health • Long-term benefits of an active and healthy life • Performance grows over time; it is something you work at and making mistakes is part of the process 	<ul style="list-style-type: none"> • Expressive & Efficient Moving: Apply the basics of movement, movement sequencing, rules and strategies, and plans for activity • Fitness for Lifetime: Apply the knowledge and skills of personal fitness to maintain a healthy lifestyle • Self-Management & Social Behavior: Understand and apply appropriate social skills 	<ul style="list-style-type: none"> • Motor Skills Development <ul style="list-style-type: none"> ➤ Locomotor ➤ Manipulative ➤ Spatial/Kinesthetic Awareness • Fitness Development • Assessment • Problem Solving & Decision Making Strategies • Teamwork & Cooperation • Character Development <ul style="list-style-type: none"> ➤ Performance Character ➤ Moral Character

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Primary (Grades K-5) Physical Education
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Kindergarten – Grade 3**

Curriculum Standards / Benchmarks	Essential Learning – Skills/Concepts	Activities/Contexts for Learning	Assessment / Demonstrated Learning
Expressive & Efficient Moving: Apply the basics of movement, movement sequencing, rules and strategies, and plans for activity.			
<ul style="list-style-type: none"> • Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity <ul style="list-style-type: none"> ➢ Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control (Gr. 3) ➢ Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike (Gr. 3) ➢ Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts (Gr. 3) ➢ Demonstrate three different step patterns and combinations of movements into repeatable sequences (Gr. 3) • Apply movement concepts and principles to the development of motor skills • Apply appropriate rules and strategies to physical activities, 	<ul style="list-style-type: none"> • Locomotor skills (exploratory movement) <ul style="list-style-type: none"> ➢ Walking, running, jogging ➢ Skipping, galloping ➢ Sliding (on feet) ➢ Hopping, leaping ➢ Rolling ➢ Crawling, crab walking, bear walking ➢ Exploratory movement • Manipulative skills <ul style="list-style-type: none"> ➢ Throwing, bouncing, catching, rolling, volleying ➢ Striking ➢ Kicking ➢ Dribbling (foot & hand) • Spatial/kinesthetic awareness <ul style="list-style-type: none"> ➢ Define & demonstrate use of personal space ➢ Visual awareness & control of movement ➢ Recognition of open space (lines/lanes) for movement ➢ Stopping & starting ➢ Balance 	<ul style="list-style-type: none"> • Locomotor activities <ul style="list-style-type: none"> ➢ Teacher-directed ➢ Introductory activities using locomotor movements (DPE, p. 340*) ➢ Games and miscellaneous activities (DPE, p. 346*) ➢ Exploratory movement experiences • Introductory activities with equipment (DPE, p. 342*) <ul style="list-style-type: none"> ➢ Teacher-directed ➢ Exploratory use of equipment ➢ Performance with directionality (e.g. kick/throw to a wall) • Introduce movement in various patterns (e.g. run in a figure 8 pattern, grapevine step) • Games utilize boundaries and restricted space • Time for practice & repetition 	<ul style="list-style-type: none"> • Teacher observation that student can use various locomotor skills in a rhythmical fluid manner • Move with spatial awareness • Ability to change locomotor skill on teacher command • Checklist • Informal assessment within context of activities • Student self-assessment based on specific criteria • Ability to repeat skill cues in sequence before or during performance (DPE, p. 85*); e.g. “step, rotate, throw” • Safe participation within boundaries • Teacher observation of safe & appropriate use of equipment

* *Dynamic Physical Education for Elementary School Children*, Robert Pangrazi, Pearson Education, Inc., 2007

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games, and sports	<ul style="list-style-type: none"> ➤ Force, speed & change of direction ➤ Directionality & laterality ➤ Environmental accommodations for movement ➤ Boundaries 		

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Fitness for Lifetime: Apply the knowledge and skills of personal fitness to maintain a healthy lifestyle.			
<ul style="list-style-type: none"> • Provide evidence of engaging in a physically active lifestyle <ul style="list-style-type: none"> ➢ Identify changes in own body during moderate to vigorous exercise (Gr. 3) • Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness 	<ul style="list-style-type: none"> • Concepts & vocabulary • Muscular strength • Muscular endurance • Cardiovascular endurance • Flexibility • Body Composition • Integrated health/wellness concepts <ul style="list-style-type: none"> ➢ Nutrition ➢ Hygiene ➢ Stress management ➢ Relaxation ➢ Identification & use of resources (inquiry tools – teacher, text, Internet) 	<ul style="list-style-type: none"> • Teacher integrates fitness- & sport-related vocabulary into instruction • Warm-ups / proper techniques / games • Muscle groups – charts & diagrams • Healthy heart nutrition • Heart rate & circulatory system <ul style="list-style-type: none"> ➢ Finding & counting pulse ➢ Comparison of resting & active heart rate ➢ Charts & diagrams (pulse rate) • Skeletal system – diagram & posters • Introduction to physical activity pyramid (DPE, p. 241*) • Reinforce the food pyramid concepts (DPE, p. 305*) • Integrate definitions of physical fitness with warm-ups (DPE, p. 305*) • Teacher reinforces personal hygiene as it applies to gym setting (e.g. drinking fountain, blood spills, hand-washing, coughing, nose blowing, proper disposal of tissues) 	<ul style="list-style-type: none"> • Activity calendar for 1 month – January goal setting • Create one fitness goal that’s specific and measurable • Student demonstration of safe procedures with drinking fountain and body fluids • Teacher observation of student attentiveness & active engagement during fitness concept discussions

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Kindergarten – Grade 3

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<u>Self-Management & Social Behavior:</u> Understand and apply appropriate social skills.			
<ul style="list-style-type: none"> • Demonstrate responsible behavior and respect for differences among people during physical activities <ul style="list-style-type: none"> ➢ Identify rules, procedures, and etiquette in a specified physical activity (Gr. 3) ➢ Identify positive ways to resolve conflict (Gr. 3) • Demonstrate responsible self-care • Identify gym as a unique classroom and understand rules & procedures that are appropriate for the setting 	<ul style="list-style-type: none"> • Sportsmanship & cooperation • Performance character development <ul style="list-style-type: none"> ➢ Self-discipline in practice & repetition ➢ Staying on task ➢ Persistence in task completion • Moral character development <ul style="list-style-type: none"> ➢ Respect for differences in ability ➢ Integrity & honesty • Understanding and following rules and procedures <ul style="list-style-type: none"> ➢ Safety ➢ Etiquette ➢ Cooperation in diverse groups ➢ Communication ➢ Personal & community hygiene (reinforcement) 	<ul style="list-style-type: none"> • Teacher explanation and student practice for routines <ul style="list-style-type: none"> ➢ Entering/exiting ➢ Drinking fountain ➢ Closure activity/debriefing ➢ Hands to self ➢ Body fluid spills ➢ Self & community hygiene (reinforce) ➢ Following procedures for fire, earthquake, & lockdowns within the gym setting • Teacher provides a variety of learning opportunities to reinforce: <ul style="list-style-type: none"> ➢ Cooperation ➢ Partnering ➢ Self-competition & improvement ➢ Team cooperation 	<ul style="list-style-type: none"> • Students demonstrate and utilize conflict resolution skills specific to school site <ul style="list-style-type: none"> ➢ Students resolve conflicts non-violently ➢ Students play cooperatively with all students ➢ Teacher listens for positive peer comments & encouragements ➢ Teacher listens for effective communication ➢ Teacher observes/modifies student behavior through intervention with modeling & role play

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Grade 3 – Grade 5**

Curriculum Standards / Benchmarks	Essential Learning – Skills/Concepts	Activities/Contexts for Learning	Assessment / Demonstrated Learning
<u>Expressive & Efficient Moving:</u> Apply the basics of movement, movement sequencing, rules and strategies, and plans for activity.			
<ul style="list-style-type: none"> • Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity <ul style="list-style-type: none"> ➢ Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control (Gr. 3) ➢ Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike (Gr. 3) ➢ Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts (Gr. 3) ➢ Demonstrate three different step patterns and combinations of movements into repeatable sequences (Gr. 3) ➢ Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner (Gr. 5) ➢ Perform one dance or rhythmic activity to music (Gr. 5) 	<ul style="list-style-type: none"> • Locomotor skills <ul style="list-style-type: none"> ➢ Review & continued development of K-2 skills ➢ Movement patterns & change of direction involving K-2 skills • Manipulative skills <ul style="list-style-type: none"> ➢ Review & continued development of K-2 skills ➢ Throwing at target ➢ Different kinds of throwing ➢ Kicking moving object ➢ Striking moving object • Spatial/kinesthetic awareness <ul style="list-style-type: none"> ➢ Movement involving: <ul style="list-style-type: none"> ✓ Direction (straight, zigzag, circular, curved, forward, backward, sideward, upward, downward) ✓ Level (low, high, in between) ✓ Range (above, below, near, far, ahead of, behind, over, under, through, in front of, to the side of, around, overhead, underneath) ➢ Movement qualities: <ul style="list-style-type: none"> ✓ Force (absorb, generate, 	<ul style="list-style-type: none"> • Warm-ups • Motor learning experiences <ul style="list-style-type: none"> ➢ Stand-alone activities ➢ Lead-ups to specialized sport activities ➢ Innovative games ➢ Examples: <ul style="list-style-type: none"> ✓ Tagging activities ✓ Circle games ✓ Scattered formation ✓ Line game ✓ Relays • Transitional activities (utilizing basic locomotor skills and movement patterns to continue development of locomotor / manipulative skills and spatial awareness) • Low-organized sports (skill-specific) <ul style="list-style-type: none"> ➢ Examples: soccer, racquet sports, softball, volleyball, basketball, lacrosse, indoor hockey, football, track, bowling, golf 	<ul style="list-style-type: none"> • Students create and develop a rhythmical sequence utilizing skills that vary pace, direction, and level – could include: <ul style="list-style-type: none"> ➢ Dance ➢ Jumping rope ➢ Tumbling ➢ Apparatus • Students demonstrate partner or small group routine which could involve synchronization • Demonstrate team play, e.g. passing, off-ball movement, person-to-person defense, offensive strategy • Students demonstrate a variety of object control for a variety of sports, e.g. grip a bat, bounce/roll a ball • Students demonstrate safe and appropriate use of equipment • Teacher observation • Student is fully engaged in sport/activity within the rules of the game

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<ul style="list-style-type: none"> • Apply movement concepts and principles to the development of motor skills <ul style="list-style-type: none"> ➢ Through feedback and practice, demonstrate improvement in performance of a new motor skill (Gr. 5) • Apply appropriate rules and strategies to physical activities, games, and sports <ul style="list-style-type: none"> ➢ Use basic offensive and defensive roles in physical activities, or games, or sports (Gr. 5) ➢ Identify rules and procedures in specified physical activities (Gr. 5) 	<p style="margin-left: 40px;">direct)</p> <ul style="list-style-type: none"> ✓ Flow (sustained or interrupted) ✓ Balance (dynamic while moving or static) ✓ Speed (acceleration, deceleration, varying) ✓ Rhythm ✓ Starting & stopping ➢ Environmental accommodations for movement ➢ Body awareness involving weight bearing, body-centered orientation, and body zones ➢ Visual awareness <ul style="list-style-type: none"> ✓ Recognition of open space (lines/lanes) for movement ✓ Boundaries 	<ul style="list-style-type: none"> • Lead-up activities with higher level cognitive skills for strategies, complexity of rules, etc. that more resemble the real game 	

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Fitness for Lifetime: Apply the knowledge and skills of personal fitness to maintain a healthy lifestyle.			
<ul style="list-style-type: none"> • Provide evidence of engaging in a physically active lifestyle <ul style="list-style-type: none"> ➢ Identify changes in own body during moderate to vigorous exercise (Gr. 3) ➢ Identify changes in own body before, during, and after moderate to vigorous exercise (e.g. perspiration, increased heart and breathing rates) (Gr. 5) • Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness <ul style="list-style-type: none"> ➢ Identify and assess the health-related components of fitness (Gr. 5) 	<ul style="list-style-type: none"> • Concepts & vocabulary • Muscular strength & endurance • Cardiovascular endurance • Flexibility • Body Composition • Integrated health/wellness concepts <ul style="list-style-type: none"> ➢ Nutrition ➢ Hygiene ➢ Stress management ➢ Relaxation ➢ Identification & use of resources (inquiry tools – text, Internet, library resources) 	<ul style="list-style-type: none"> • Teacher integrates fitness- & sports-related vocabulary into instruction • Muscle groups – charts & diagrams • Skeletal system games • Healthy heart nutrition • Heart rate & circulatory system • Student-led warm-ups (utilize physical fitness terms) • Student participation • Exploratory physical activity with heart rate checks <ul style="list-style-type: none"> ➢ Introduction to resting & target heart rates • Games to reinforce nutrition awareness (DPE, p. 304* 	<ul style="list-style-type: none"> • Possible teacher/student choices (1 month+ in duration) <ul style="list-style-type: none"> ➢ Complete personal fitness/wellness journal ➢ Physical activity calendar (e.g. “Resolved to be Fit” program) ➢ Fitness passport • Nutrition log (3 day) • Students calculate their heart rate during rest and physical activity • Student personalizes/creates own physical activity pyramid (DPE, p. 242*)

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<u>Self-Management & Social Behavior:</u> Understand and apply appropriate social skills.			
<ul style="list-style-type: none"> • Demonstrate responsible behavior and respect for differences among people during physical activities <ul style="list-style-type: none"> ➢ Identify rules, procedures, and etiquette in a specified physical activity (Gr. 3) ➢ Identify positive ways to resolve conflict (Gr. 3) ➢ Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities (Gr. 5) • Demonstrate responsible self-care & personal hygiene 	<ul style="list-style-type: none"> • Performance character development <ul style="list-style-type: none"> ➢ Positive attitude ➢ Regard for accuracy ➢ Self-discipline ➢ Diligence ➢ Best effort ➢ Ingenuity ➢ Perseverance ➢ Self-monitoring (impulse control) • Moral character development <ul style="list-style-type: none"> ➢ Compassion ➢ Responsibility ➢ Respect (for differences) ➢ Honesty ➢ Integrity ➢ Courage (to take risks) ➢ Kindness ➢ Trust • Understanding and following rules and procedures <ul style="list-style-type: none"> ➢ Safety considerations ➢ Etiquette ➢ Cooperative effort ➢ Enjoyment of activity 	<ul style="list-style-type: none"> • Integrated into PE activities <ul style="list-style-type: none"> ➢ Opportunities introduced in lower grades, reinforced and built upon each year ➢ Field Day use “community groups” (cross all grade levels) – older kids helping/encouraging younger kids ➢ Class games – “Please & Thank You Tag”, “Introduction Tag”, “Put-Downs & Put-Ups” • Outside Activities/Extensions <ul style="list-style-type: none"> ➢ “Real world” activities – field trips to bowling alleys, golf courses ➢ “Jump for Life” program • Mindful planning of character traits & defining their meaning within the context of activity • Follow school procedures for lockdowns, fire, earthquakes within the gym setting • Class presentations & demonstrations with teacher creativity to teach concepts (e.g. “Germ Tag”) 	<ul style="list-style-type: none"> • Students use conflict resolution skills independently prior to teacher intervention • Students verbalize and demonstrate safe and appropriate uses for various types of equipment • Full demonstration of personal space and respect for varying ability levels • Students demonstrate respect and understanding for a variety of sports • Students consistently demonstrate appropriate personal hygiene behaviors • Teacher listens for positive peer comments & encouragement

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	<ul style="list-style-type: none"> ➤ Improved communication • Understanding the importance of personal hygiene & preventing the spread of disease 	<ul style="list-style-type: none"> • Teacher provides a variety of learning opportunities to reinforce: <ul style="list-style-type: none"> ➤ Cooperation ➤ Partnering ➤ Self-competition ➤ Team cooperation 	

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