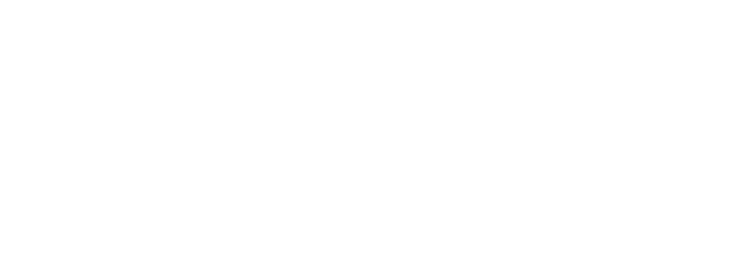
Physical E duc at ion C u r r ic u l um G u ide





Community Unit School District #211



Scales Mound, Illinois





**Curriculum for Scales Mound School District #211 (CUSD#211) Elementary/Jr. High**

**Physical Education Program**

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**Scales Mound Physical Education Mission Statement**

Our purpose in Physical Education is to promote lifelong learning in both the cognitive and physical domains. Through motivation and encouragement, students will be introduced to a life of self-improvement and wellness. We strive to build positive self-esteem by teaching communication, cooperation and decision-making skills. These valuable life lessons will prepare students physically and mentally for the 21st Century. Our philosophy is to encourage students to be active and fit in the moment and more importantly, to teach concepts, strategies and skills that allow students to be active for a lifetime.

I. Introduction to the Curriculum Guide

The following pages contain an overview of the Physical Education Program for grades Pre-Kindergarten through Eight grade for CUSD#211 in Scales Mound, Illinois. The purpose for this curriculum guide is to give clear focus for the physical education program.

This curriculum has embedded both the National Association for Sport and Physical Education (NASPE) Standards and the Illinois State Standards for Physical Development as the primary steering tenants for the entire program. The guide identifies a variety of important elements, which steers and supports a quality physical education program

II. Gene r al Safety Guidelines

Safety is a primary concern in all physical education classes. The following list includes some general safety and common sense practices that are important within our physical education program.

 Students will respect themselves, their classmates, their teachers, and the equipment and facilities.

 Students are encouraged to wear tennis shoes suitable for Physical Education movement activities for safety and efficiency of movement.

 Safe movement practice will be emphasized in all classes.

 Students must ask permission if it becomes necessary to leave the gymnasium, activity space, and/or the classroom during Physical Education Class. Safe supervision will be continuously maintained.

III. National Standa r ds / State G oals / B enchma r k Samples

Both the National Standards and State Goals for physical education are in place to help drive and support a quality physical education program and all physical education lessons experiences. The following standards are listed with corresponding sample grade level benchmarks as sample guideposts for elements that will be addressed across the grade ranges in all the domains of learning.

N a t ion a l St a n d a r ds w i th Sa mp le G r a d e R a nge B e n c h ma r k s

N a t ion a l St a n d a r d 1 (Sta te G oa l 19) - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

K-2 Benchmark Samples

 Performs a simple dance or rhythm step pattern in keeping with a specific tempo

(e.g. Slow-slow, fast- fast).

 Travels forward and sideways, changing direction quickly in response to a signal or obstacle using a variety of locomotor skills.

Drops ball and catches it at peak of bounce.

3-6 Benchmark Samples

Balances with control on a variety of body parts and/or objects.

Develops and refines a gymnastics sequence (or creative dance sequence)

demonstrating smooth transitions.

 Dribbles a ball while preventing an opponent from stealing the ball.

N a t ion a l St a n d a r d 2 (State Goal 19) - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

K-4 Benchmark Samples

Identifies correctly body planes (i.e. front, back, side). Identifies correctly body parts (i.e. knee, foot, and arm).

Gives the best effort consistently when trying new and hard task.

5-8 Benchmark Samples

 Identifies and demonstrates key elements of a proper grip when holding a racket to perform the forehand strike.

 Accurately recognizes the critical element of a catch made by a fellow student and provides feedback to that student.

 Identifies physical and psychological benefits that result from long-term participation in physical activity.

N a t ion a l St a n d a r d 3 (Sta te G oa l 20) - Participates regularly in physical activity.

K-4 Benchmark Samples

Engages in moderate to vigorous physical activity on an intermittent basis. Engages in a variety of locomotor activities (e.g. hopping, walking, jumping, galloping, and running).

Participates in chasing and fleeing activities. Engages fully in all movement activities in class.

5-8 Benchmark Samples

 Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

Chooses to participate in structured and purposeful activity in class consistently. Regulates physical behavior by using appropriate cues and movement principles.

N a t ion a l St a n d a r d 4 (Sta te G oa l 20) - Achieves and maintains a health-enhancing level of physical fitness.

K-4 Benchmark Samples

Demonstrates sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hand

Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

5-8 Benchmark Samples

 Participates in selected activities that develop and maintain each component of physical fitness (health and skill related).

Runs the equivalent of two laps around a regulation track without stopping. Participates in activities designed to improve or maintain all of the following: muscular strength, endurance, flexibility, cardio respiratory, and body composition both during and outside of school.

N a t ion a l St a n d a r d 5 (Sta te G oa l 21) - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

K-4 Benchmark Samples

Practices specific skills as assigned until the teacher signals the end of practice. Follows directions given by instructor throughout the entire class activity.

Uses equipment and space safely and properly.

5-8 Benchmark Samples

Cooperates with all class members by taking turns and sharing equipment. Regularly encourages others and refrains from put-down statements. Remains on task in-group activity without close teacher monitoring.

N a t ion a l St a n d a r d 6 (Sta te G oa l 21) -Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

K-4 Benchmark Samples

Willingly tries new movement and skills.

Continues to participate when not successful on the first try. Identifies several activities that are enjoyable.

5-8 Benchmark Samples

 Explains that skill competency leads to enjoyment of movement and physical activity.

Interacts with others by helping with their physical activity challenges

Invites all students, regardless of ability, to participate in physical activities.

Grading Rubric for PreK-3

|  |
| --- |
| E S N |
| Consistent daily Needs some reminders to Poor engagement, little or no  participation, displays participate, puts forth movement during activity, quality movement minimum effort, numerous excuses for attempts during contributes little to inactivity, socializing activities, stays on task, partner and small group interferes with participation. maintains solid play, does not work hard  engagement to support enough to improve personal fitness. personal fitness |
| Consistently follows Inconsistently follows Uncooperative, bends rules to  rules, good attitude, rules, plays well most of suit self, displays  displays cooperation, the time, or when being inappropriate frustration and and works hard for self observed by teacher. anger towards others,  and others. celebrates mistakes of others. |
| Supportive of all Needs some reminders Needs constant reminders to  students in class follow to: listen and follow stay on task and follow directions, active directions, to follow safety directions. Talks during listener, follows safety rules, to use equipment directions, ignores safety rules, treats equipment appropriately, and to stay rules, argues with others with care, stays on task on task during activity during activity, negative during activity. comments directed towards  others. |
| Always prepared for Almost always prepared Generally prepared for class class activity; i.e. tennis for daily PE activity; i.e. with tennis shoes, proper PE  shoes, proper PE tennis shoes, proper PE clothing,  clothing. clothing. |

Daily G r ading R ub r ic for 4th-12th

3 2 1 0

Models a high level of participation and engagement, self- motivated, committed to improving personal fitness by continuous participation, encourages others.

Models exemplary sports like behavior and positive attitude, accepts winning and losing respectfully, shows respect of opponent.

Always prepared for class activity; i.e. tennis shoes, proper PE clothing.

Respectful of all classmates, helps others when needed, positive and fair game play,

follows safety rules, treats equipment with care, models self-control.

Displays good level of participation, displays quality movement during activities, stays on task, maintains solid participation to support personal fitness.

Consistently follows rules, good attitude, displays cooperation, and works hard for self and others.

Almost always prepared for daily PE activity; i.e.: tennis shoes, proper PE clothing.

Supportive of all students in class, follow directions, active listener, follows safety rules, treats equipment with care, stays on task during activity.

Needs some reminders to participate, puts forth minimum effort, contributes little to

partner and/or small group play, does not maintain sufficient engagement to support or improve personal fitness Inconsistently follows rules, plays well when on winning team or when being observed by teacher.

Generally prepared for class with tennis shoes, proper PE clothing,

Needs some reminders to: listen and follow directions, to follow safety rules, to use equipment appropriately, and to stay on task during activity

Poor effort as evident by little or no movement during activity, numerous excuses for inactivity, socializing interferes with participation.

Uncooperative, bends rules to suit self, displays

inappropriate frustration and anger towards others, celebrates mistakes of others.

Seldom prepared with tennis shoes, PE clothing.

Needs constant reminders to stay on task and follow directions. Talks during directions, ignores safety rules, argues with others during activity, negative comments directed towards others.

B e h avior C on c e r ns: In addition to the above scoring rubrics, the following list includes the behavior concerns, which are priority items in Physical Education Classroom.

1. L istens attentively

2. Follows di r ections

3. Works carefully

4. Works independently

5. Returns Homework

6. Follows P E routines & rules

7. Respects classmates and teacher

8. Respects rights / p rope r ty of the rs

9. Resolves conflict without violence

10. Works well with others

11. Speaks at appropriate times

12. Stays on task & is quiet at appropriate

P rogr am Content Pre-Kindergarten/Kin de rga r ten

|  |  |  |
| --- | --- | --- |
| W ee k | D ate | Cu rriculum Outline for K inde rga r ten |
| 1 |  | Establish Learning Environment |
| 2 |  | Space Awareness |
| 3 |  | Space Awareness & Effort & Relationships |
| 4 |  | Traveling |
| 5 |  | Traveling |
| 6 |  | Throwing Underhand Focus |
| 7 |  | Dodging |
| 8 |  | Dribbling (hands) |
| 9 |  | Catching |
| 10 |  | Jumping and Landing |
| 11 |  | Throwing Overhand Focus |
| 12 |  | Kicking |
| 13 |  | Transferring Weight |
| 14 |  | Volleying (Beach Balls) |
| 15 |  | Thanksgiving Fun Activities |
| 16 |  | Throwing and Catching Skills |
| 17 |  | Rhythms ± Basic Movements to Music |
| 18 |  | Balance |
| 19 |  | Hoop Activities + Holiday Fun Activities |
|  |  |  |
| 20 |  | Establish Environment/ Individual Rope Skills |
| 21 |  | Dribbling (hands) |
| 22 |  | Traveling |
| 23 |  | Striking with short Paddles/rackets |
| 24 |  | Rhythms ± Basic Movements to Music |
| 25 |  | Catching focus |
| 26 |  | Throwing overhand & underhand |
| 27 |  | Jumping and Landing |
| 28 |  | Transferring Weight |
| 29 |  | Parachute Activities + Cooperative Challenges |
|  |  |  |
| 30 |  | Volleying |
| 31 |  | Balancing |
| 32 |  | Fitness Fun |
| 33 |  | Rhythm Sticks ±Lumni Sticks linked with patterns |
| 34 |  | Kicking + Punting |
| 35 |  | Throwing and Catching |
| 36 |  | Long Rope Skills |
| 37 |  | Rolling a round object (bowling basics) |
| 38 |  | Striking with long implements |
| 39 |  | Summer Fun Activities |

Infuse fitness activities regularly throughout the program.

P rogr am C ontent ± Gr ades 1-3

|  |  |  |  |
| --- | --- | --- | --- |
| Wee k | D ate | Cur r iculum Outline Gr ades 1-3 |  |
| 1 |  | Orientation |
| 2 |  | Manipulative Skills using wands and hoops |
| 3 |  | Throwing Skills (1) |
| 4 |  | Football Related Activities (throwing/catching) |
| 5 |  | Football Related Activities (throwing/catching) |
| 6 |  | Manipulative Skills using Play Ground Balls |
| 7 |  | Dribbling, Passing, and Kicking Skills in Soccer |
| 8 |  | Dribbling, Passing, and Kicking Skills in Soccer |
| 9 |  | Gymnastics Skills/Tumbling (1) |
| 10 |  | Gymnastics Skills/Tumbling (2) |
| 11 |  | Fundamental Skills using Parachutes |
| 12 |  | Long Rope Jumping Skills |
| 13 |  | Rolling and Bowling Skills |
| 14 |  | Rhythmic Movement Skills (1) |
| 15 |  | Holiday Activities |
| 16 |  | Juggling Skills |
| 17 |  | Basketball Related Skills |
| 18 |  | Basketball Related Skills |
| 19 |  | Manipulative Skills using Wands and Hoops |
|  |  |  |
| 20 |  | Throwing Skills (2) |
| 21 |  | Individual Jump Rope Skills |
| 22 |  | Pillow Polo Skills (2) |
| 23 |  | Pillow Polo Skills (2) |
| 24 |  | Gymnastics/Tumbling (3) |
| 25 |  | Manipulative Skills using Short Paddle and Ball or Birdie |
| 26 |  | Manipulative Skills using Short Paddle and Ball or Birdie |
| 27 |  | Hockey |
| 28 |  | Manipulative Skills with Bean Bags |
| 29 |  | Spring Break Fun Challenges Week |
|  |  | Volleyball Related Skills (1) |
| 30 |  | Volleyball Related Skills (2) |
| 31 |  | Manipulative Skills with Frisbees |
| 32 |  | Manipulative Skills with Frisbees |
| 33 |  | Rhythmical Skills (3) |
| 34 |  | Softball Skills (throwing, catching, fielding, etc.) |
| 35 |  | Softball Skills (fielding and batting) |
| 36 |  | Track and Field Skills |
| 37 |  | Track and Field Skills and/or Summer Fun Activities |
| 38 |  | Summer Fun Activities |
| 39 |  | Summer Fun Activities |
|  | Infuse fitness activities regularly throughout the program. | | |

P rogr am C ontent ± Gr ades 4-8

|  |  |  |
| --- | --- | --- |
| Wee k | D ate | Cu r r iculum Outline G r ades 4-8 |
| 1 |  | Orientation, Protocols + Team Building Activities |
| 2 |  | Orientation, Protocols + Team Building Activities |
| 3 |  | Football |
| 4 |  | Football |
| 5 |  | Football |
| 6 |  | Soccer |
| 7 |  | Soccer |
| 8 |  | Soccer |
| 9 |  | Juggling / long Ropes / Individual Rope skills |
| 10 |  | Juggling / long Ropes / Individual Rope skills |
| 11 |  | Bowling |
| 12 |  | Bowling |
| 13 |  | Rhythms - Folk and Square |
| 14 |  | Rhythms - Folk and Square |
| 15 |  | Holiday Fun Activities |
| 16 |  | Basketball |
| 17 |  | Basketball |
| 18 |  | Basketball |
| 19 |  | Basketball and/or Holiday Fun Activities |
|  |  |  |
| 20 |  | Pickle ball |
| 21 |  | Pickle ball |
| 22 |  | Volleyball |
| 23 |  | Volleyball |
| 24 |  | Volleyball |
| 25 |  | Basic Stunts and Tumbling and Cooperative Challenges |
| 26 |  | Basic Stunts and Tumbling and Cooperative Challenges |
| 27 |  | Badminton |
| 28 |  | Badminton |
| 29 |  | Badminton |
|  |  |  |
| 30 |  | Hockey |
| 31 |  | Pillo Pollo |
| 32 |  | LaCrosse Skills |
| 33 |  | LaCrosse Skills |
| 34 |  | Recreational Game skill activities (bags, shuffleboard, 4 square, bocce ball, horse shoes, etc. |
| 35 |  | Frisbee Skills and Challenges (Ultimate & Frisbee Golf) |
| 36 |  | Frisbee Skills and Challenges (Ultimate & Frisbee Golf) |
| 37 |  | Track |
| 38 |  | Track and/or Summer Fun Activities |
| 39 |  |  |
| Infuse fitness activities and weight room regularly throughout the program. | | |