

Elementary PE Department Philosophy Statement

The Waukeee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

	Progress Report Statements	Associated Essential Outcomes
1	Throws both overhand and underhand to a large target with accuracy using proper form	S1.C1.5 Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a) S1.C2.5 Throws (both underhand and overhand) to a large target with accuracy. (S1.E13.5b)
2	Independently combines and applies a variety of skills and strategies to multiple movement situations	S2.A1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and game environments. (S2.E1.5) S2.A4.5 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5) S2.A6.5 Applies movement concepts to strategy in game situations. (S2.E3.5) S2.A7.5 Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) S2.A8.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c) S2.A9.5 Applies skill learned in previous grades. (Alignment in gymnastics/dance) S2.A10.5 Applies skill learned in previous grades. (Muscular tension with balance in gymnastics/dance) S2.A11.5 Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a) S2.A12.5 Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. (S2.E5.5b)
3	Actively engages in all activities of physical education class without teacher prompting	S3.B1.5 Actively engages in all the activities of physical education. (S3.E2.5)
4	Explains the differences between skill-related fitness and health-related fitness	S3.C1.5 Differentiates between skill-related and health-related fitness (S3.E3.5)

WCSD Physical Education Curriculum
5th Grade PE Progress Report Statements



Progress Report Statement #1:
 Throws both overhand and underhand to a large target with accuracy using proper form

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C1.5 Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)
- S1.C2.5 Throws (both underhand and overhand) to a large target with accuracy. (S1.E13.5b)

CRITICAL ELEMENTS OF THROWING - 5th Grade requires proficiency of all elements	
OVERHAND	UNDERHAND
<ol style="list-style-type: none"> 1. Ready Position - facing target, feet shoulder-width apart, knees bent, eyes on target, object held in front of the body in preferred hand 2. Side to Target, Arm Back - Body turns as the feet pivot in place and the side opposite the throwing arm is toward the target. Bring the throwing arm back in a downward circular motion with the throwing hand extended away from the intended line of travel. The elbow is at shoulder height or slightly above in preparation for action with the elbow leading. The non-throwing hand points toward the target. 3. Step - Step with the foot that is opposite the throwing arm 4. Rotate - Hips and shoulders rotate toward the target, the front body surface faces the target, and the arm comes forward past the head 5. Follow Through - throwing hand continues toward the target and continues down diagonally across the body 	<ol style="list-style-type: none"> 1. Ready Position - knees bent, facing target, feet shoulder-width apart, eyes on target, object held in preferred hand (palm up) in front of the body 2. Arm Back - swing the throwing arm back to at least waist level 3. Step - step forward with the opposite foot and bring the throwing arm forward 4. Release - release the ball between the knee and waist level. The arm stays straight throughout the entire movement 5. Follow Through - The throwing hand continues toward the target in front of the body with the palm facing upward

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can throw overhand with proper form and accurately hit a target AND I can throw underhand with proper form and accurately hit a target	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #2:

Independently combines and applies a variety of skills and strategies to multiple movement situations

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- S2.A1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments (S2.E1.5)
- S2.A4.5 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction (S2.E2.5)
- S2.A6.5 Applies movement concepts to strategy in game situations (S2.E3.5)
- S2.A7.5 Applies the concepts of direction and force to strike an object with a long-handled implement (S2.E3.5b)
- S2.A8.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics (S2.E3.5c)
- S2.A9.5 Applies skill learned in previous grades. (Alignment in gymnastics/dance)
- S2.A10.5 Applies skill learned in previous grades. (Muscular tension with balance in gymnastics/dance)
- S2.A11.5 Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks (S2.E5.5a)
- S2.A12.5 Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks (S2.E5.5b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can apply movement strategies and skills in multiple contexts that could include invasion, net, and wall games, dance, gymnastics, and other game environments AND I can do this effectively without teacher prompting	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD Physical Education Curriculum
5th Grade PE Progress Report Statements



Progress Report Statement #3:

Actively engages in all activities of physical education class without teacher prompting

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- S3.B1.5 Actively engages in all the activities of physical education (S3.E2.5)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I am a self-starter AND I am an active, safe participant in teacher-led and independent activities in class	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #4:

Explains the differences between skill-related fitness and health-related fitness

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- S3.C1.5 Differentiates between skill-related and health-related fitness (S3.E3.5)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can explain the difference between skill-related fitness components and health-related fitness components	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed