



School District of Horicon

Course Outline

Learning Targets

4K Physical Education	
Locomotor Skills	
<ul style="list-style-type: none"> 1:1:A1 Skips, hops, gallops, slides, etc., using mature form. 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills. 1:1:A3 Repeats a dance pattern without cues. 	
Manipulative Skills	
<ul style="list-style-type: none"> 1:1:B1 Throws a ball underhand using mature form. 1:1:B2 Throws a ball overhand. 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike) 	
Skill Development	
<ul style="list-style-type: none"> 1:2:A1 Jumps vertically and lands using mature form. 1:2:A2 Throws overhand with mature form. 1:2:A3 Catches a fly ball using mature form. 	
Locomotor: Dance/ Rhythmic Activities	
<ul style="list-style-type: none"> PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms. PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns. PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and movement patterns. 	
Non Locomotor (Stability): Balance	
<ul style="list-style-type: none"> PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes. PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. 	



Manipulative: Underhand Throw; Underhand Roll

- PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.
- PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy
- PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.

Manipulative: Passing (with hands)

- PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.
- PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.

Manipulative: Catching

- PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements
- PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.

Manipulative: Dribbling (with hands)

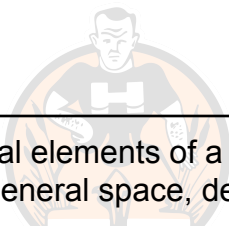
- PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.
- PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

Manipulative: Kicking

- PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.
- PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.

Manipulative: Dribbling (with feet)

- PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.
- PE.S1.E16.3 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.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.

Manipulative: Passing and Receiving (with feet)

- PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, “giving” on reception before returning the pass.
- PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel.
- PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment.

Movement Concepts: Pathways, Shapes, and Levels

- PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).
- PE.S2.E2.1 A. Travel demonstrating low, middle and high levels.
- PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.

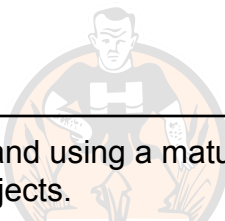


School District of Horicon

Course Outline

Learning Targets

Kindergarten Physical Education	
Locomotor skills	
<ul style="list-style-type: none"> 1:1:A1 Skips, hops, gallops, slides, etc., using mature form. 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills. 1:1:A3 Repeats a dance pattern without cues. 	
Manipulative Skills	
<ul style="list-style-type: none"> 1:1:B1 Throws a ball underhand using mature form. 1:1:B2 Throws a ball overhand. 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike) 	
Refines Skill Development	
<ul style="list-style-type: none"> 1:2:A1 Jumps vertically and lands using mature form. 1:2:A2 Throws overhand with mature form. 1:2:A3 Catches a fly ball using mature form. 	
Locomotor: Dance/ Rhythmic Activities	
<ul style="list-style-type: none"> PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms. PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns. PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and movement patterns. 	
Non Locomotor (Stability): Balance	
<ul style="list-style-type: none"> PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes. PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. 	
Manipulative: Underhand Throw; Underhand Roll	
<ul style="list-style-type: none"> PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern. PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy. 	



- PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.

Manipulative: Passing (with hands)

- PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.
- PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.

Manipulative: Catching

- PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements
- PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.

Manipulative: Dribbling (with hands)

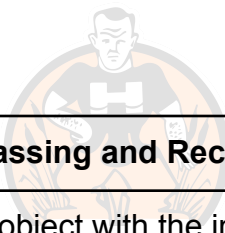
- PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.
- PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

Manipulative: Kicking

- PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.
- PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.

Manipulative: Dribbling (with feet)

- PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.
- PE.S1.E16.3 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.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.



Manipulative: Passing and Receiving (with feet)

- PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, “giving” on reception before returning the pass.
- PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel.
- PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment.

Movement Concepts: Pathways, Shapes, and Levels

- PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).
- PE.S2.E2.1 A. Travel demonstrating low, middle and high levels.
- PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.

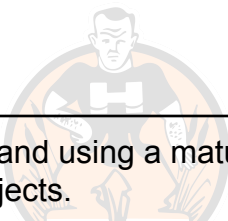


School District of Horicon

Course Outline

Learning Targets

1st Grade Physical Education
Locomotor Skills
<ul style="list-style-type: none"> 1:1:A1 Skips, hops, gallops, slides, etc., using mature form. 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills. 1:1:A3 Repeats a dance pattern without cues.
Manipulative Skills
<ul style="list-style-type: none"> 1:1:B1 Throws a ball underhand using mature form. 1:1:B2 Throws a ball overhand. 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike)
Skill Development
<ul style="list-style-type: none"> 1:2:A1 Jumps vertically and lands using mature form. 1:2:A2 Throws overhand with mature form. 1:2:A3 Catches a fly ball using mature form.
Locomotor: Dance/ Rhythmic Activities
<ul style="list-style-type: none"> PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms. PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns. PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and movement patterns.
Non Locomotor (Stability): Balance
<ul style="list-style-type: none"> PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes. PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.
Manipulative: Underhand Throw; Underhand Roll
<ul style="list-style-type: none"> PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern. PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy



- PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.

Manipulative: Passing (with hands)

- PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.
- PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.

Manipulative: Catching

- PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements
- PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.

Manipulative: Dribbling (with hands)

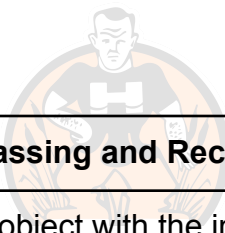
- PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.
- PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

Manipulative: Kicking

- PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.
- PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.
- PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.

Manipulative: Dribbling (with feet)

- PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.
- PE.S1.E16.3 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.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.



Manipulative: Passing and Receiving (with feet)

- PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, “giving” on reception before returning the pass.
- PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel.
- PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment.

Movement Concepts: Pathways, Shapes, and Levels

- PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).
- PE.S2.E2.1 A. Travel demonstrating low, middle and high levels.
- PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.



School District of Horicon

Course Outline

Learning Targets

2nd Grade Physical Education	
Team Building	
<ul style="list-style-type: none"> Identify and demonstrate respectful behavior for classroom activity PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in physical activity. 	
Fitness Testing	
<ul style="list-style-type: none"> Analyze current personal and social wellbeing to create a plan to enhance or maintain at least two health-enhancing concepts. Create short- and long-term health-enhancing S.M.A.R.T. goals and create a plan to reach those goals. 	
Frisbee	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in frisbee 	
Basketball	
<ul style="list-style-type: none"> PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in basketball. PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S2.H2.L2 Use terminology associated with exercise and participation in basketball. PE.S2.H3.L1 Identify examples of historical and cultural roles within basketball. PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in basketball. 	
Swedish Street Racket	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games. 	



Volleyball / Nito ball

- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in volleyball.
- PE.S2.H3.L1 Identify examples of historical and cultural roles within volleyball.

International Games Unit Downball, Team handball, Native American Traditional Games

- PE.S2.H3.L1 Identify examples of historical and cultural roles within the following games.
- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills.

Soccer

- PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.
- PE.S2.H4.L1 Use defensive and offensive strategies and tactics in soccer
- PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.

Flag Football

- PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.
- PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.

Badminton

- PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike objects in one or more target games, including those from other cultures.
- PE.S1.H5.L1 Demonstrate proficiency in activity specific movement skills in two or more net/wall games, including those from other cultures.

Overhand throwing

- PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments.
- Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment.
- PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non dynamic environments for distance or force.

Jumping Rope

- PE.S1.E22.2 A. Jump a self turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student assisted turning.
- PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.



- PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.

Fitness Knowledge: Body Composition

- PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).
- PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health related fitness.
- PE.S3.E5.5 Describe the short- and long term benefits of maintaining a healthy body composition.

Softball

- PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games in softball.
- PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding in softball.
- PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in softball.

Dance

- PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.
- PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns.
- PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.



School District of Horicon

Course Outline

Learning Targets

3rd Grade Physical Education	
Team Building	
<ul style="list-style-type: none"> Identify and demonstrate respectful behavior for classroom activity PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in physical activity. 	
Fitness Testing	
<ul style="list-style-type: none"> Analyze current personal and social wellbeing to create a plan to enhance or maintain at least two health-enhancing concepts. Create short- and long-term health-enhancing S.M.A.R.T. goals and create a plan to reach those goals. 	
Frisbee	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in frisbee 	
Basketball	
<ul style="list-style-type: none"> PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in basketball. PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S2.H2.L2 Use terminology associated with exercise and participation in basketball. PE.S2.H3.L1 Identify examples of historical and cultural roles within basketball. PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in basketball. 	
Swedish Street Racket	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games. 	
Volleyball / Nito ball	
<ul style="list-style-type: none"> PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in volleyball. PE.S2.H3.L1 Identify examples of historical and cultural roles within volleyball. 	



International Games Unit Downball, Team handball,Native American Traditional Games

- PE.S2.H3.L1 Identify examples of historical and cultural roles within the following games.
- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills.

Soccer

- PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.
- PE.S2.H4.L1 Use defensive and offensive strategies and tactics in soccer.
- PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.

Flag Football

- PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.
- PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.

Badminton

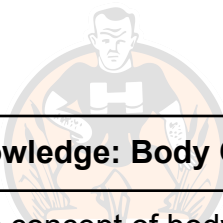
- PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike objects in one or more target games, including those from other cultures.
- PE.S1.H5.L1 Demonstrate proficiency in activity specific movement skills in two or more net/wall games, including those from other cultures.

Overhand throwing

- PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments.
- Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment.
- PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non dynamic environments for distance or force.

Jumping Rope

- PE.S1.E22.2 A. Jump a self turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student assisted turning.
- PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
- PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.



Fitness Knowledge: Body Composition

- PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).
- PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health related fitness.
- PE.S3.E5.5 Describe the short- and long term benefits of maintaining a healthy body composition.

Softball

- PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games in softball.
- PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding in softball.
- PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in softball.

Dance

- PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.
- PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns.
- PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.



School District of Horicon

Course Outline

Learning Targets

4th Grade Physical Education	
Team Building	
<ul style="list-style-type: none"> Identify and demonstrate respectful behavior for classroom activity. PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in physical activity. 	
Fitness Testing	
<ul style="list-style-type: none"> Analyze current personal and social wellbeing to create a plan to enhance or maintain at least two health-enhancing concepts. Create short- and long-term health-enhancing S.M.A.R.T. goals and create a plan to reach those goals. 	
Frisbee	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in frisbee. 	
Basketball	
<ul style="list-style-type: none"> PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in basketball. PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in basketball. PE.S2.H2.L2 Use terminology associated with exercise and participation in basketball. PE.S2.H3.L1 Identify examples of historical and cultural roles within basketball. PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in basketball. 	
Swedish Street Racket	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games. 	
Volleyball / Nito ball	
<ul style="list-style-type: none"> PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in volleyball. PE.S2.H3.L1 Identify examples of historical and cultural roles within volleyball. 	



International Games Unit Downball, Team handball,Native American Traditional Games

- PE.S2.H3.L1 Identify examples of historical and cultural roles within the following games.
- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills.

Soccer

- PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.
- PE.S2.H4.L1 Use defensive and offensive strategies and tactics in soccer.
- PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.

Flag Football

- PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.
- PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.

Badminton

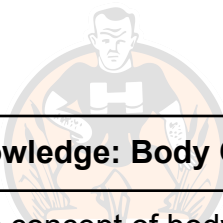
- PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike objects in one or more target games, including those from other cultures.
- PE.S1.H5.L1 Demonstrate proficiency in activity specific movement skills in two or more net/wall games, including those from other cultures.

Overhand throwing

- PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments.
- Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment.
- PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non dynamic environments for distance or force.

Jumping Rope

- PE.S1.E22.2 A. Jump a self turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student assisted turning.
- PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
- PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.



Fitness Knowledge: Body Composition

- PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).
- PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health related fitness.
- PE.S3.E5.5 Describe the short- and long term benefits of maintaining a healthy body composition.

Softball

- PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games in softball.
- PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding in softball.
- PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in softball.

Dance

- PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.
- PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns.
- PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.

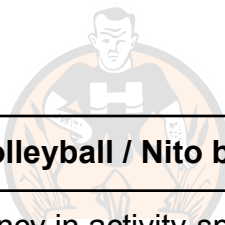


School District of Horicon

Course Outline

Learning Targets

5th Grade Physical Education	
Team Building	
<ul style="list-style-type: none"> Identify and demonstrate respectful behavior for classroom activity PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in physical activity. 	
Fitness Testing	
<ul style="list-style-type: none"> Analyze current personal and social wellbeing to create a plan to enhance or maintain at least two health-enhancing concepts. Create short- and long-term health-enhancing S.M.A.R.T. goals and create a plan to reach those goals. 	
Frisbee	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in frisbee. 	
Basketball	
<ul style="list-style-type: none"> PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in basketball PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in PE.S2.H2.L2 Use terminology associated with exercise and participation in basketball PE.S2.H3.L1 Identify examples of historical and cultural roles within PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in basketball 	
Swedish Street Racket	
<ul style="list-style-type: none"> PE.S1.H8.L3 Make contact and connect with the object to create a play. PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games. 	



Volleyball / Nito ball

- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in volleyball.
- PE.S2.H3.L1 Identify examples of historical and cultural roles within volleyball.

International Games Unit Downball, Team handball, Native American Traditional Games

- PE.S2.H3.L1 Identify examples of historical and cultural roles within the following games.
- PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills.

Soccer

- PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.
- PE.S2.H4.L1 Use defensive and offensive strategies and tactics in soccer.
- PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.

Flag Football

- PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.
- PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.

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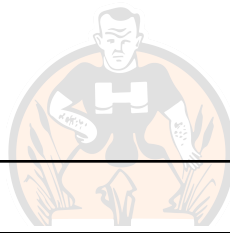
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