

Course Name/Number: Physical Education

Grade Level: K-2

Physical Education Curriculum Map

Unit	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Locomotor Skills Quarter: 1-4 Throughout Year	ILS: 19.A.1a 19.A.1b 19.B.1a 19.B.1b 19.C.1a	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.	Explanation and demonstration of skills. Various activities where different locomotor movements are practiced.	IAHPERD Various PE equipment Select mini-videos	Student development can be improved through modeling, providing skill practice and corrections/guidance for improvement of skill. Students develop at their own pace. Provide ample opportunities to practice and apply the skills taught.
Name: Non-Locomotor Skills Quarter: 1-4 Throughout Year	ILS: 19.A.1a 19.A.1b 19.B.1a 19.B.1b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.	Explanation and demonstration of skills. Various activities where different non-locomotor movements are practiced.	IAHPERD Various PE equipment Warm-up videos that include non-locomotor skills.	Student development can be improved through modeling, providing skill practice and corrections/guidance for improvement of skill. Students develop at their own pace. Provide ample opportunities to practice and apply the skills taught.
Name: Movement Patterns Quarter: 1-4 Throughout Year	ILS: 19.A.1b 19.B.1a 19.B.1b	Formative: Observation during instruction and application during activities. Students show spatial awareness during activities. Note ability to make needed adjustments.	Explanation and demonstration of skills. Hula-hoop Road Trip Person from Mars Relays Finding Nemo	IAHPERD Various PE equipment	Student development can be improved through modeling, providing skill practice and corrections/guidance for improvement of skill. Students develop at their own pace. Provide ample opportunities to practice and apply the skills taught.

<p>Name: Understanding Pathways Quarter: 1-4 Throughout Year</p>	<p>ILS: 19.A.1b 19.B.1b 19.C.1a</p>	<p>Formative: Students following and understanding direction words when instructed and during the activity/lesson. Students can demonstrate those directions on pathways through movement. Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Getting into groups Getting in selected area/space (behind cone, around cone, next to, etc.) Moving in an designated area</p>	<p>IAHPERD Various PE equipment</p>	<p>Student development can be improved through modeling, providing skill practice and corrections/guidance for improvement of skill. Students develop at their own pace. Provide ample opportunities to practice and apply the skills taught. Directional words tend to be more difficult for K-1. More assistance and time is often needed.</p>
<p>Name: Soccer Drills and Game Quarter: 1-4</p>	<p>ILS: 19.A.1a 19.B.1a 19.B.1b</p>	<p>Formative: Students maneuvering ball with their foot. Students can use the inner part of their foot to kick a ball. Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy --Dribbling --Passing --Shooting Gameplay -Sideline Soccer</p>	<p>IAHPERD Cones Soccer balls Soccer goal nets Jerseys</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Frisbee Throwing Quarter: 1, 2, & 4</p>	<p>ILS: 19.A.1a 19.B.1a 19.B.1b</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Instruction on how to hold and toss a frisbee. Students work on tossing towards an object/goal. Gameplay: Frisbee Golf (<u>Grade 2</u>) Outdoor Stations-aiming at different targets</p>	<p>IAHPERD Frisbees Hula hoops cones</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice.</p>

<p>Name: Mileage Club Quarter: 1-4 Throughout Year</p>	<p>ILS: 20.A.1b 20.C.1a</p>	<p>Formative: Participation and enthusiasm. Wearing proper shoes. Goal met via EZ Scan program. Student earn foot token for designed miles.</p>	<p>Students learn rules, expectations, and goals for staying active and moving. Purpose of daily exercise. Keeping a steady pace (speed walking when not jogging) Setting a goal for laps around track</p>	<p>IAHPERD EZ scan program Foot tokens</p>	<p>Setting a lap goal has helped students to stay motivated and active. Earning foot tokens is a proud award students earn. Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.</p>
<p>Name: Kickball <u>Grade 2 only</u> Quarter: 1, 2, & 4</p>	<p>ILS: 19.A.2 19.C.2a 19.C.2b</p>	<p>Formative: Participation and enthusiasm. Wearing proper shoes. Cooperation and skill development during gameplay</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy. --running the bases --playing the field Game play</p>	<p>IAHPERD Kickball Bases</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Football <u>Grade 2 only</u> Quarter: 1-4</p>	<p>ILS: 19.A.2 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm. --wearing proper shoes (in class written assignment if not) Summative: Cooperation and skill development during lead up activities, individual gameplay, and team gameplay</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy. --throwing --catching --offense --defense Gameplay --Sideline Football --Tag Football --Capture the Football</p>	<p>IAHPERD Footballs Hula Hoops Jerseys Cones</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Basketball Quarter: 2 days</p>	<p>ILS: 19.C.1a 19.C.1b</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Rules and safety procedures Explanation and demonstration of ball handling including dribbling. Gameplay:</p>	<p>ISBE Website IAHPERD PE equipment --Hoops --Basketballs Dribbling Video from</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved</p>

			–Spot On	P.E.Coach Smith	through skill practice, lead up activities, and team game play.
Name: Volleyball Quarter: 2 Grade K-1	ILS: 19.A.1a 19. B.1a 19.B.1b 19.C.1a 19.C.1b	Formative: Observation during instruction and application during activities.	Students focus on maneuvering a ball over a net. Catching a ball thrown over the net.	ISBE Website IAHPERD Beach ball Net Foam ball	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.
Name: Bowling Quarter: 2	ILS: 19.A.1a 19. B.1a 19.B.1b 19.C.1a 19.C.1b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay	Leadup game Newcomb emphasizing proper rotations and playing correct position. Skills learned Forearm pass Set Underhand serve Gameplay: volleyball	ISBE Website IAHPERD Volleyball (various sizes) Nets Tape/poly spots for directions to move for rotations.	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.
Name: Rolling Activities Manipulative Skills Quarter: 2	ILS: 19.A.1a 19. B.1a 19.B.1b 19.C.1a 19.C.1b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay.	Gameplay: –Rollerball –Roll-a-Hoop –“Catch a” Game –Sink the Ship –Fortnite	ISBE Website IAHPERD Various balls -tennis -foam Hula Hoops Scooters Jerseys Scoreboard/Timer Baskets Colored Sticks Large Cups Poly Spots	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.
Name: Underhand Toss Quarter: 2-4	ILS: 19.A.1a 19.A.2a	Formative: Observation during instruction and	Review toss form. Gameplay:	IAHPERD Boards	Student development can be improved through skill practice.

		application during activities. Note ability to make needed adjustments.	Bean Bag toss Bozo Buckets Various Station Activities	Bean Bags Jumbo Cups Bowling	
Name Overhand Throwing Quarter: 2-4	ILS: 19.A.1 19.B.1 19.C.1 20.A.1b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.	Proper throwing and catching form Gameplay: –Garbage –Catapult –Clean Up School –Battle Ship –Sink the Ship –Pirates –Angry Birds –Bonk	IAHPERD Various balls –yarn –foam Jerseys Mats Pins Scooters Hula Hoops	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.
Name Catching Quarter: 2-4	ILS: 19.A.1 19.B.1 19.C.1 20.A.1b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.	Proper throwing and catching form Gameplay: –Garbage –Catapult –Clean Up School –Battle Ship –Sink the Ship –Pirates –Angry Birds –Feed the Monster Grades K & 1: –Scarf Toss & Catch Activities	IAHPERD Various balls –yarn –foam Jerseys Mats Pins Scooters Hula Hoops Scarves	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.
Name: Skating Quarter: 3 <u>Grade 2 only</u>	ILS: 19.A.1 19.A.2 19.C.1 19.C.2a 19.C.2b	Formative: –Participation and enthusiasm –Putting equipment on correctly. –Following safety procedures.	–Skating clockwise around a set of cones. –Learning to turn –Learning to stop –Learning to fall correctly	SkateTime –Skates –Safety equipment (helmets, wrist guards, knee pads, and elbow pads). IAHPERD	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.

<p>Name Cup Stacking Quarter: 3-4</p>	<p>ILS: 19.A.1a 19.A.1b 19.B.1b</p>	<p>Formative: --Participation and enthusiasm --Efficiently up-stacking and down-stacking cups using both hands. Improvement in time through practice.</p> <p>Grades K & 1 work on familiarizing self with cup holding and various stack formations.</p>	<p>Grades 2-5 --Learning proper grip on cups --Learning most efficient way to stack 3-3-3, 3-6-3, and cycle formations.</p> <p>--Partner Races --Relay Races --Race against clock</p>	<p>IAHPERD</p> <p>Grades 2-5: Sport Stacking Videos</p> <p>Grades K & 1: P.E. Coach Smith Cup Stacking Variations Videos</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Olympic Day Practice Quarter: 4</p>	<p>ILS: 19.A.1 19.A.2 19.C.1 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm</p>	<p>Review: -Throwing overhand (football, softball, & frisbee) -Shooting a basketball -Jumping rope for speed (& 2 only) -Pacing self when running on track -Jumping over hurdles</p>	<p>IAHPERD</p> <p>All necessary equipment for Olympic Day events: --Jump Ropes --Hurdles --Cups & Timing Mat --Basketballs --Boards & Bean Bags</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student development can be improved through skill practice, lead up activities, and team game play.</p>

Course Name/Number: Physical Education

Grade Level: 3-5

Physical Education Curriculum Map

<p>Name: Kickball Quarter: 1, 2, & 4</p>	<p>ILS: 19.A.2 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm. --wearing proper shoes (in class written assignment if not) Cooperation and skill development during gameplay</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy. --running the bases --playing the field Game play</p>	<p>IAHPERD Kickball Bases</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Football Quarter: 1-4</p>	<p>ILS: 19.A.2a 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm. --wearing proper shoes (in class written assignment if not) Cooperation and skill development during gameplay</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy. --throwing --catching --offense --defense Gameplay --Sideline Football --Tag Football --Capture the Football --Outdoor Stations-aiming at different targets</p>	<p>IAHPERD Football Cones Hula Hoops Jerseys</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Soccer Quarter: 1-4</p>	<p>ILS: 19.A.2a 19.B.2a 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm. --Wearing proper shoes (in class written assignment if not) --Using proper part of foot when kicking --Using proper part of foot when passing --Playing as a team/working together --Understanding rules of the goalie</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy --Dribbling --Passing --Shooting --Goalie Gameplay -Sideline Soccer -Soccer Golf -Scooter Soccer</p>	<p>IAHPERD Cones Soccer balls Soccer goal nets Jerseys</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.</p>

<p>Name: Mileage Club Quarter: 1-4</p>	<p>ILS; 20.A.2b 20.C.2a</p>	<p>Formative: Participation and enthusiasm. Wearing proper shoes. Goal met via EZ Scan program. Student earn foot token for designed miles.</p>	<p>Students learn rules, expectations, and goals for staying active and moving. Purpose of daily exercise. Keeping a steady pace (speed walking when not jogging) Setting a goal for laps around track</p>	<p>IAHPERD EZ scan program Foot tokens</p>	<p>Setting a lap goal has helped students to stay motivated and active. Earning foot tokens is a proud award for students. Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.</p>
<p>Name: Frisbee Throwing Quarter: 1, 2, & 4</p>	<p>ILS: 19.A.2a 19.B.2a 19.C.2a</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Instruction on how to hold and toss a frisbee. Students work on tossing towards an object/goal. Gameplay: Frisbee Golf Outdoor Stations-aiming at different targets</p>	<p>IAHPERD Frisbees Hula hoops cones</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p>
<p>Name: Underhand Toss Quarter: 2-4</p>	<p>ILS: 19.A.2a 19.A.2a</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Review toss form. Gameplay: Bean Bag toss Bozo Buckets Various Station Activities</p>	<p>IAHPERD Boards Bean Bags Jumbo Cups Bowling</p>	<p>Student development can be improved through skill practice.</p>
<p>Name: Basketball Quarter: 2 days</p>	<p>ILS: 19.C.2a 19.C.2b</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay</p>	<p>Rules and safety procedures Explanation and demonstration of skills and strategy. Triple Threat Position --dribbling --passing --shooting Gameplay Dribble Knockout</p>	<p>ISBE Website IAHPERD PE equipment --Hoops --Basketballs --Jerseys</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.</p>

			Shooting Knockout Dribble Tag Sideline Basketball		
Name: Volleyball Quarter: 2	ILS: 19.A.2a 19. B.2a 19.B.2b 19.C.2a 19.C.2b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay	Leadup game Newcomb emphasizing proper rotations and playing correct position. Skills learned Forearm pass Set Underhand serve Gameplay: volleyball	ISBE Website IAHPERD Volleyball (various sizes) Nets Tape/poly spots for directions to move for rotations.	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.
Name: Bowling Maipulative Skills Quarter: 2	ILS: 19.A.2a 19. B.2a 19.B.2b 19.C.2a 19.C.2b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay	Leadup game Newcomb emphasizing proper rotations and playing correct position. Skills learned Forearm pass Set Underhand serve Gameplay: volleyball	ISBE Website IAHPERD Volleyball (various sizes) Nets Tape/poly spots for directions to move for rotations.	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.
Name: Rolling Activities Quarter: 2	ILS: 19.A.2a 19. B.2a 19.B.2b 19.C.2a 19.C.2b	Formative: Observation during instruction and application during activities. Note ability to make needed adjustments. Cooperation and skill development during gameplay.	Proper rolling form Gameplay: –Rollerball –Roll-a-Hoop –“Catch a” Game –Sink the Ship –Fortnite	ISBE Website IAHPERD Various balls -tennis -foam Hula Hoops Scooters Jerseys Scoreboard/Timer Baskets Colored Sticks Large Cups Poly Spots	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.

<p>Name Throwing and Catching</p> <p>Quarter: 2-4</p>	<p>ILS: 19.A.2 19.B.2 19.C.2 20.A.2b</p>	<p>Formative: Observation during instruction and application during activities. Note ability to make needed adjustments.</p>	<p>Proper throwing and catching form</p> <p>Gameplay: –Garbage –Catapult –Clean Up School –Battle Ship –Sink the Ship –Pirates –Angry Birds</p>	<p>IAHPERD</p> <p>Various balls –yarn –foam</p> <p>Jerseys Mats Pins Scooters Hula Hoops</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student improvement with cardiovascular stamina can be determined through when the number of laps increase as the year goes on.</p>
<p>Name: Skating</p> <p>Quarter: 3</p>	<p>ILS: 19.A.1 19.A.2 19.C.1 19.C.2a 19.C.2b</p>	<p>Formative: --Participation and enthusiasm --Putting equipment on correctly. --Following safety procedures.</p>	<p>--Skating clockwise around a set of cones. --Learning to turn --Learning to stop --Learning to fall correctly</p>	<p>SkateTime --Skates --Safety equipment (helmets, wrist guards, knee pads, and elbow pads.</p> <p>IAHPERD</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Cup Stacking</p> <p>Quarter: 3-4</p>	<p>ILS: 19.B.1 19.A.1</p>	<p>Formative: --Participation and enthusiasm --Efficiently up-stacking and down-stacking cups using both hands. Improvement in time through practice.</p>	<p>--Learning proper grip on cups --Learning most efficient way to stack 3-3-3, 3-6-3, and cycle formations.</p> <p>--Partner Races --Relay Races --Race against clock</p>	<p>IAHPERD</p> <p>Sport Stacking Video</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student development can be improved through skill practice, lead up activities, and team game play.</p>
<p>Name: Juggling</p> <p>Quarter: 3</p>	<p>ILS: 19.A.1a 19.A.2 19.B.1a 19.B.1b</p>	<p>Formative: --Participation and enthusiasm --Observation of technique during instruction and practice --Improvement in number of successful</p>	<p>--Learning proper technique for juggling 1, 2, and 3 balls --Consistent toss --Consistent catch</p>	<p>IAHPERD</p> <p>Juggling Intro Video</p> <p>Hacky Sacks</p>	<p>Student progress varies greatly on their own ability level and prior knowledge and background with the activity.</p> <p>Student development can be improved</p>

		catches over time			through skill practice, lead up activities, and team game play.
Name: Olympic Day Practice Quarter: 4	ILS: 19.A.1 19.A.2 19.C.1 19.C.2a 19.C.2b	Formative: --Participation and enthusiasm	Review: -Throwing overhand (football, softball, & frisbee) -Shooting a basketball -Jumping rope for speed -Pacing self when running on track -Jumping over hurdles	IAHPERD All necessary equipment for Olympic Day events: -Jump Ropes -Hurdles -Cups & Timing Mat -Basketballs -Boards & Bean Bags	Student progress varies greatly on their own ability level and prior knowledge and background with the activity. Student development can be improved through skill practice, lead up activities, and team game play.

Course Name/Number: Physical Education**Grade Level: K-5****Health Curriculum Map**

Name: Bus Safety Quarter: 1 Grades K-5	ILS: 22.A.1c 22.A.2c	Formative: --Participation and oral question & answers	Rules and safety procedures Explanation and demonstration of bus emergency evacuation	Bus	Having this conducted by a bus driver has more impact on the students than the teachers. Bus drivers also tend to point out the necessary items they know are important for bus safety.
Name: Food Groups Quarter: 1 Grades K-5	ILS: 22.B.1a 22.B.2a 22.D.1a 22.D.2a 23.B.1a 23.B.2a	Formative: --Participation and oral question & answers	Class discussion Video Activity (Mt. Krumpit) sorting foods into correct food groups	Video on MyPlate food groups Food group bean bags MyPlate large circles Hula hoops Small pool noodles	Kindergarten and first grade focus is on identifying the foods. What is healthy food?
Name: Resolving Conflict Quarter: 1 Grades 2-5	ILS: 24.A.1a 24.A.2a 24.A.1b 24.A.2b	Formative: --Participation and oral question & answers --Application during various activities	Class discussion on ways to resolve conflicts and how to apply it to various activities we are involved with in P.E.	Video on conflicts	
Name: Rules, Safety, & Strategies During Physical Activity Quarter: 1 Grades K-5	ILS: 19.C.1a 19.C.2a	Formative: --Participation and oral question & answers --Application during various activities	Class discussion during the beginning of the year, prior to each activity, and reinforcement as needed	PBIS Script P.E. rules	
Name: Germs Quarter: 2 Grades K-5	ILS: 22.A.1c 22.B.1a 22.B.2a	Formative: --Participation and oral question & answers --Application during various activities	Class discussion: how germs spread and how to prevent illness Video on germs and the immune system Hand washing demonstration activity Germ tag game: students act as germs 'attacking' the body.	Video: hand washing and germ prevention	Students demonstrate understanding of how germs spread and importance of hand washing. Concepts reinforced during physical activity transitions.

Name: Dental Hygiene Quarter: 2 Grades 2-5	ILS: 22.A.1c 22.A.2c 22.B.1a 22.B.2a	Formative: --Participation and oral question & answers	Class discussion on proper brushing and flossing. Video on dental health and cavity prevention. Sorting activity: healthy vs. sugary foods for teeth.	Dental hygiene video American Dental Association resources	Students understand importance of brushing and flossing daily. Connection made between healthy diet choices and dental health.
Name: Skeletal System (bones) Quarter: 2 Grades K-5	ILS: 22.A.1a 22.A.2a 22.C.1a 22.C.2a	Formative: --Participation and oral question & answers --Application during various activities	Class discussion on major bones and their functions. Skeleton labeling activity. Movement activity connecting bones to physical activity.	Skeletal system video/song (e.g., Dem Bones) Skeleton diagram handout IAHPERD resources	Students identify major bones and understand how exercise strengthens bones. Activity reinforces importance of physical activity for skeletal health.
Name: Teamwork Quarter: 2 Grades 2-5	ILS: 24.A.1a 24.A.2a 24.A.1b 24.A.2b	Formative: --Participation and oral question & answers --Application during various activities	Class discussion on what makes a good teammate Cooperative games and challenges requiring teamwork Group problem-solving activities (e.g., hula hoop pass, parachute activities) Reflection on teamwork during gameplay	Video on teamwork and sportsmanship Various PE equipment for cooperative games Parachute, hula hoops, cones	Students demonstrate teamwork during cooperative activities and games. Emphasis on communication, encouragement, and shared responsibility for group success.
Name: Heart/ Cardiovascular System Quarter: 3 Grades 2-5	ILS: 22.A.1a 22.A.2a 22.C.1a 20.C.1a	Formative: --Participation and oral question & answers	Discussion on the heart and how exercise affects heart rate Heart rate monitoring: resting vs. active heart rate activity Video on the cardiovascular system. Cardio fitness activities: running, jumping jacks, relay races, etc.	Video: cardiovascular system and exercise IAHPERD resources ISBE Website	Students understand how the heart works and why cardiovascular exercise is important. Can describe how heart rate increases during physical activity and why regular exercise benefits heart health.
Name: Digestive	ILS:	Formative:	Class discussion on	Video: digestive	Students understand

System Quarter: 3 Grades 2-5	22.A.1a 22.A.2a 22.B.1a 22.B.2a	--Participation and oral question & answers	how the body processes food Video on the digestive system Activity connecting healthy eating to digestion and energy for exercise Sorting activity: foods that fuel the body	system overview IAHPERD resources ISBE Website	the role of the digestive system and how nutritious food provides energy for physical activity. Connection made between healthy eating and physical performance.
Name: Muscular System Quarter: 3 Grades 2-5	ILS: 22.A.1a 22.A.2a 22.C.1a 22.C.2a	Formative: --Participation and oral question & answers	Class discussion on major muscle groups and their functions Muscle identification activity during warm-up exercises Video on the muscular system Activity: students perform exercises targeting specific muscle groups	Video: muscular system and exercise IAHPERD resources ISBE Website	Students identify major muscle groups and understand how exercise strengthens muscles. May be able to explain the connection between physical activity and muscular development.
Name: Good Sportsmanship Quarter: 4 Grades K-5	ILS: 24.A.1a 24.A.2a 24.A.1b 24.A.2b	Formative: --Participation and oral question & answers --Application during various activities	Class discussion on what good sportsmanship looks like Video examples of good and poor sportsmanship Role-playing scenarios: winning gracefully and losing with dignity Application during game play with teacher feedback.	Video on sportsmanship and fair play PBIS sportsmanship anchor chart Various PE equipment for games	Students demonstrate positive sportsmanship during activities including encouragement of teammates, respect for opponents, accepting results gracefully, and following rules. Reinforced throughout the year during all game play.