

## Souderton Area School District First Grade Wellness Overview

### Course Description

The goal of first grade wellness is for students to begin mastery of basic locomotor and nonlocomotor skills.. Kindergarten concepts will continue to be reinforced as new skills and concepts are explored and developed. Greater emphasis is placed on student conduct in a physical activity setting, specifically regarding direction-following, and appropriate interaction with classmates. Safety is the focal point of health lessons.

### Effective Components of First Grade Wellness Education

- First grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

### First Grade Wellness Education Key Skills and Concepts

Locomotor	Nonlocomotor	Balance
Jumping	Landing	Underhand
Catch	Dribble	Beat
Rhythm	Space	Speed
Force	Heartbeat	Safety
Fire drill	Lockdown	

### Assessment

- |  |   |
|--|---|
| <input type="checkbox"/> Observation       | <input type="checkbox"/> Self Evaluation  |
| <input type="checkbox"/> Participation     | <input type="checkbox"/> Peer Assessment  |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists       |
| <input type="checkbox"/> Portfolios        | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes           | <input type="checkbox"/> SLO Achievement  |

### Essential Questions

Why is motor skill development essential during childhood?

At what intensity level does the body have to work in order for exercise to be beneficial?

How does proficiency in movement affect my ability to participate in more activities?

What changes happen to the body during physical activity?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

### Alignment to the Common Core Reading for literature: key ideas and details

**Reading Informational text:** key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

**Foundational Reading Skills:** phonics and word recognition

**Speaking and Listening:** comprehension and collaboration; presentation of knowledge and ideas

**Language:** vocabulary acquisition and use.

## National Physical Education Content Standards and First Grade Essential Learning

### Mission

[SHAPE America's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

### Vision

SHAPE America envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**To meet this standard, a first grade student will:**

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**To meet this standard, a first grade student will:**

- Demonstrate grade-appropriate movement concepts.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**To meet this standard, a first grade student will:**

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**To meet this standard, a first grade student will:**

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**To meet this standard, a first grade student will:**

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

## Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

### 10.1.3 Concepts of Health

B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular system).

### 10.2.3 Healthful Living

B. Identify health-related information (signs and symbols, terminology, products and services).

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

### 10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).

B. Recognize emergency situations and explain appropriate responses.

C. Recognize conflict situations and identify strategies to avoid or resolve.

D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

### 10.4.3 Physical Activity

A. Identify and engage in physical activities that promote physical fitness and health.

B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).

D. Identify likes and dislikes related to participation in physical activities.

E. Identify reasons why regular participation in physical activities improves motor skills.

F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

### 10.5 Concepts, Principles, and Strategies of Movement

A. Recognize and use basic movement skills and concepts

B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.

C. Know the function of practice

D. Identify and use the principles of exercise to improve movement and fitness activities.

E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.

F. Recognize and describe game strategies using appropriate vocabulary.

**Common Core Alignment****Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

**Reading Informational Text****Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

**Focus Standard: Craft and Structure**

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

**Focus Standard: Integration of Knowledge and Ideas**

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

**Focus Standard: Range of Reading and Level of Text Complexity**

Read and comprehend informational texts appropriately complex for student grade level.

**Foundational Reading Skills****Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension.

## Common Core Alignment

### Speaking and Listening

#### Focus Standard: Comprehension and Collaboration

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

### Language Standards

#### Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

*The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

#### Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

#### Essential Question

Why is motor skill and movement pattern development essential during childhood?

### Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
	Hops, gallops, and slides using a mature pattern.
	Demonstrates elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.
	Demonstrates elements for jumping and landing in a vertical plane.
	Combines locomotor and nonlocomotor skills in a teacher-designed dance.
2	Demonstrates grade-appropriate non locomotor movements
	Maintains stillness on different bases of support with different body shapes.
	Transfers weight from one body part to another in self-space.
	Demonstrates twisting, curling, bending, and stretching actions.
3	Demonstrates grade-appropriate manipulative skills
	Throws underhand demonstrating critical elements of a mature pattern.

continued on the next page

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

*The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

3	Demonstrates grade-appropriate manipulative skills (continued)
	Catches a soft object from a self-toss before it bounces.
	Catches various sizes of balls self-tossed/tossed by a skilled thrower.
	Dribbles continuously in self-space using the dominant hand.
	Taps/dribbles a ball using the inside of the foot while walking in general space.
	Approaches a stationary ball and kicks it forward, demonstrating critical elements of a mature pattern.
	Volleys an object with an open palm, sending it upward.
	Strikes an object with a short-handled implement, sending it upward.
	Jumps forward or backward consecutively using a self-turned rope.

**Key Academic Vocabulary:** hop, gallop, slide; horizontal, vertical; locomotor, nonlocomotor; twisting, curling, bending, stretching; hand-dribble, foot-dribble; volley, strike

## Teaching for Understanding

### Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

### Learning Activities

Alphabet shapes	Mirroring	Children's books	Creative movement
Hopping and landing	Animal movements	Speed Stacking activities	Balance activities
Movement maps	Crazy Cones	Hot Spots	Back-It-Up
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games	Children's dances	Tag games

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 2

*The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*

#### Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

#### Essential Question

How do movement concepts affect physical activity?

## Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Moves in self-space and general space in response to designated beats/rhythms.
	Travels, demonstrating low, medium, and high levels.
	Travels, demonstrating a variety of relationships with other objects (e.g., over, under, around, through).
	Differentiates between fast and slow speeds.
	Differentiates between strong and light force.

**Key Academic Vocabulary:** low, medium, high; self (personal) space, general space; fast, slow; strong, light

## Teaching for Understanding

### Essential Learnings

4	Demonstrates grade-appropriate movement concepts
---	--

### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Hula hoop activities	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts	Jump rope activities	

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 3

*The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

#### Enduring Understanding

When your body works harder, it gets stronger.  
Strong muscles are needed to maintain good health.

#### Essential Questions

What changes happen to the body during physical activity?

## Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Discuss the benefits of being active and exercising/playing.
	Actively engages in wellness class.
	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
	Differentiates between healthy and unhealthy foods.

**Key Academic Vocabulary:** exercise; healthy food, unhealthy food

## Teaching for Understanding

### Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
---	--

### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Hula-hoop activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Muscular endurance exercises	Jump rope activities	Muscular strength exercises	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

### Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 4

*The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

#### Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

#### Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

## Essential Learnings

6	Demonstrates understanding of personal responsibility
	Accepts personal responsibility by using equipment and space appropriately.
	Follows the rules/parameters of the learning environment.
7	Demonstrates acceptance of feedback
	Responds appropriately to general feedback from the teacher.
8	Demonstrates ability to work with others
	Works independently with others in a variety of class environments (e.g., small and large groups).
9	Demonstrates understanding of rules and etiquette
	Exhibits the established protocol for class activities.
10	Demonstrates understanding of safety concepts
	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

**Key Academic Vocabulary:** rules; feedback; independently; kind (considerate), respect

## Teaching for Understanding

### Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

### Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Traffic Tag	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Motor Square	Jump rope activities	Busy Bee	Rock-Paper-Scissors

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 5

*The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.*

#### Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

#### Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

## Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Identifies physical activity as a component of good health.
12	Recognizes the challenge of physical activity
	Recognizes that challenge in physical activities can lead to success.
13	Reflects on self-expression/enjoyment of physical activity
	Describes positive feelings that result from participating in physical activities.
	Discusses personal reasons for enjoying physical activity.

**Key Academic Vocabulary:** challenge; enjoyment

## Teaching for Understanding

### Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

### Learning Activities

Animal movements	Movement maps	Nintendo Wii	Microsoft Kinect
Playstation Move	Children's books	Playground games	Flexibility poses
Heart rate checks	Low-organized games	Mirroring	Beanbag strength activities
Perspiration rate checks	Partner Follow-the-Leader	Breathing rate checks	Personal space concepts
Community Sports	Yard Games	Tag Games	

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

**Essential Learnings**

Knowledge, Skills, Concepts, Topics, and Processes

**PA Academic Standard 10.2.3 Healthful Living**

*B. Identify health-related information (signs and symbols).*

**Enduring Understanding**

Safety signs help keep us avoid danger.

**Essential Questions**

How do safety signs help keep us free from danger?

**Essential Learnings**

14	Identifies various safety signs
	Exit, stop, traffic lights, school zone, poison

**Key Academic Vocabulary:** safety, exit, stop, traffic light, school zone, poison

## Teaching for Understanding

### Essential Learnings

14	Identifies various safety signs
----	---------------------------------

### Learning Activities

School safety signs walk	School safety patrol member	School fire drill procedures	School lockdown procedures
<a href="http://Kidshealth.org">Kidshealth.org</a>	<a href="http://Brainpop.Jr">Brainpop Jr.</a> safety signs	<a href="#">I Read Signs</a> , Tana Hoban	Brainpop Smartboard activities

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### PA Academic Standard 10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).  
 B. Recognize emergency situations and explain appropriate responses.  
 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

#### Enduring Understanding

It is essential to demonstrate proficiency in safe playground practices.  
 It is essential to follow proper procedure in an emergency situation.

#### Essential Questions

How could an unsafe playground affect me?  
 What am I supposed to do in the event of a fire drill? A lockdown?

## Essential Learnings

15	Engages in appropriate playground behaviors
	Safe use of fixed structures
	Participates in games and activities appropriate for the play space
16	Identifies safe/unsafe practices related to a variety of settings
	Modes of transportation (pedestrian, bicycle, vehicular)
	Outdoors (play, weather, water)
	General safety concerns (fire, electrical, animal)
17	Follows proper fire drill/lockdown drill procedures
	Immediately stop what you are doing, line up, proceed, silently, to designated area and wait for further instruction

**Key Academic Vocabulary:** safe, unsafe; emergency; structure; pedestrian, bicycle, vehicle; fire drill, lockdown drill

## Teaching for Understanding

### Essential Learnings

15	Engages in appropriate playground behaviors
16	Identifies safe/unsafe practices related to a variety of settings
17	Follows proper fire drill/lockdown drill procedures

School playground	Playground structures	School recess equipment	Recess games
Four square	Hopscotch	Back-It-Up	Around the World
Partner Follow-the-Leader	Hoop Ball	Hoop Guard	3-on-3 Kickball
4-on-4 Touchdown	Guard the Cookie Jar	School fire drill procedures	School lockdown procedures
<a href="#">Brainpop Jr.</a> fire safety	<a href="#">Brainpop Jr.</a> safety signs	<a href="#">I Read Signs</a> , Tana Hoban	<a href="#">Dinosaurs, Beware</a> , Stephen Krensky
<a href="#">Kidshealth.org</a>	Local firefighter	Brainpop Smartboard activities	

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Suggested Timeline

Topic	Suggested Timeframe
Kindergarten skill and concept review	2 classes: beginning of school year
Locomotor movements review	2 class introduction: developed throughout school year
Non locomotor movements	1 class introduction; developed throughout school year
Body responses to exercise	1 class introduction
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Levels, pathways, directions, speed, relationships	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Steady beat from non locomotor position	2 classes
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Jump rope skills	1 class introduction; developed throughout school year
Participates in moderate to vigorous physical activity	1 class introduction; developed throughout school year
Rolling activities	2 classes
Bouncing activities	2 classes
Underhand throw activities	2 classes
Children's dances	2 classes
1st grade health lessons (safety)	8 classes
Review and reinforce first grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

## Assessment

### Evidence of Learning

### Assessment Focus

Basic Locomotor Movement Patterns: Hop, Jump, Slide, Gallop

### Rubric

<b>S</b>	Consistently demonstrates mature pattern for 4 targeted locomotor patterns.
	Able to demonstrate all critical elements for each pattern.
	Able to demonstrate all patterns in a variety of activity settings.
<b>P</b>	Consistently demonstrates 2 or 3 targeted locomotor patterns.
	Able to demonstrate critical elements for each pattern.
	Able to demonstrate patterns in a variety of activity settings.
<b>N</b>	Inconsistently demonstrates targeted locomotor patterns.
	Able to demonstrate critical elements for each pattern.
	Able to demonstrate patterns in a variety of activity settings.

### Assessment Strategy

- Teacher Observation
- Participation
- Locomotor Movement Checklist

## Assessment

### Evidence of Learning

### Assessment Focus

Basic Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Kick, Strike

### Rubric

<b>S</b>	Consistently demonstrates 4 or 5 targeted manipulative skills.
	Able to demonstrate all critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
<b>P</b>	Consistently demonstrates 3 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
<b>N</b>	Inconsistently demonstrates targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

### Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

## Assessment

Evidence of Learning

### Assessment Focus

Safety: Fire Drill

### Rubric

<b>S</b>	Demonstrates 3 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.
<b>P</b>	Demonstrates 2 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.
<b>N</b>	Demonstrates 0-1 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.

### Assessment Strategy

- Teacher Observation
- Participation

## Levels, Speed, and Force Assessment

Name: \_\_\_\_\_

Room: \_\_\_\_\_

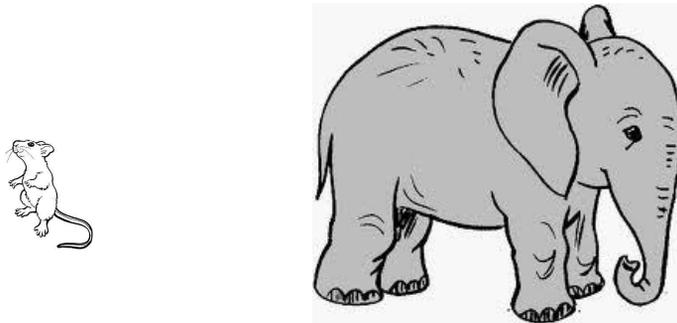
Directions: Draw a circle around highest ball; draw a square around the lowest ball.



Directions: Draw a circle around the slower animal.

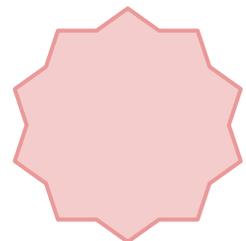


Directions: Draw a circle around animal who moves with the lightest force.



### Rubric

- S** 7 correct
- P** 4-6 correct
- N** 0-3 correct



**Your Score**