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# Pe Grade 1 Manipulative Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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**PE/Health Grade K curriculum**

**Prerequisite :**

Students will practice and perform Kindergarten Physical Education Drills and activities.

Course Description Here

First Grade Physical Education will be taught by a certified Health & Physical Education Teacher. It will provide student opportunities to learn and practice skills and behaviors critical to being physically active. The First Grade student will practice motor skills and movement patterns needed to perform a variety of Physical Activities. The student will participate in regular activities and achieve a health-enhancing level of physical fitness. Each child will exhibit personal and social behavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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Year-at-a-glance

<b>Subject:</b>	<b>Grade Level</b>	<b>Date Completed:</b>
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**1<sup>st</sup> Quarter, 2<sup>nd</sup> Quarter, 3<sup>rd</sup> Quarter, 4<sup>th</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>CCSS</b>

**1<sup>st</sup> Quarter, 2<sup>nd</sup> Quarter, 3<sup>rd</sup> Quarter, 4<sup>th</sup> Quarter:**

Students will actively participate and engage in physical activities that promote lifelong fitness. Units and lessons will be dependent on facilities (indoor/outdoor), equipment, and seasons. Teachers will plan lessons based on multiple standards.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Manipulative</b>	<b>10.4.3 A:</b> Identify and engage in physical activities that promote physical fitness and health	<p><b>Objective:</b> Identify manipulative activities that promote physical fitness and health.</p> <ul style="list-style-type: none"> <li>→ <b>Physical activity</b></li> <li>→ <b>Physical Fitness</b></li> <li>→ <b>Manipulative</b></li> <li>→ <b>Health:</b> A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity.</li> </ul> <ul style="list-style-type: none"> <li>● Throw</li> <li>● Catch</li> <li>● Kick</li> <li>● Dribble</li> <li>● Balance</li> <li>● Strike: Hitting an object with hand or an implement</li> <li>● Juggle: To keep several objects in motion in the air at the same time</li> </ul>	<p>Stations Implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing/ Catching</li> <li>● Striking</li> <li>● Dribbling</li> <li>● Stations</li> <li>● Implement Skills</li> <li>● Bouncers</li> <li>● Balance Boards</li> <li>● Scooters</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40minutes per class.</p>

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	<p><b>10.4.3C:</b> Know and recognize changes in body responses during moderate to vigorous activities</p>	<p><b>Objective:</b> Identify appropriate locations to take their heart rate.  <b>Objective:</b> Identify the difference between heart rate and breathing rate.  <b>Changes in your body during activity:</b>          → <b>Heart Rate:</b> The number of heart beats (pumps) per minute.</p> <ul style="list-style-type: none"> <li>● Located on their radial artery (pulse); Directly under their thumb below the base of their palm.</li> <li>● Place their hand over their heart (beating faster or slower)</li> </ul> <p><b>Breathing Rate:</b> Number of breaths you take in one minute.  <b>Respiration rate:</b> The number of breaths you take in one minute.</p>	<p>Stations Implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing/ Catching</li> <li>● Striking</li> <li>● Dribbling</li> <li>● Stations</li> <li>● Implement Skills</li> <li>● Bouncers</li> <li>● Balance Boards</li> <li>● Scooters</li> </ul>	<p>Teacher Observation  Teacher Q &amp; A  Student discussion</p>	<p>Daily lesson plans of 40minutes per class.</p>
	<p><b>10.4.3D:</b> Identify likes and dislikes related to participatio</p>	<p><b>Objectives:</b> Distinguish between activities you like and dislike.</p> <ul style="list-style-type: none"> <li>● <b>Likes:</b> To enjoy (When you like a physical activity</li> </ul>	<p>Stations Implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing/ Catching</li> <li>● Striking</li> <li>● Dribbling</li> </ul>	<p>Teacher Observation  Teacher Q &amp; A</p>	<p>Daily lesson plans of 40minutes per class.</p>

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	n in physical activities	<p>you want to do the activity)</p> <ul style="list-style-type: none"> <li>● <b>Dislikes:</b> To not enjoy (When you dislike a physical activity you do not want to do the activity)</li> </ul>	<ul style="list-style-type: none"> <li>● Stations</li> <li>● Implement Skills</li> <li>● Bouncers</li> <li>● Balance Boards</li> <li>● Scooters</li> </ul>	Student discussion	
	<b>10.4.3F:</b> Recognize the positive and negative interactions of small group activities	<p><b>Objective:</b> Distinguish between positive and negative interactions.</p> <ul style="list-style-type: none"> <li>● <b>Participation</b></li> <li>● <b>Small Groups</b></li> <li>● <b>Partner</b></li> <li>● <b>Positive Interactions:</b> Including everyone in an activity while using caring words and actions.</li> <li>● <b>Negative Interactions:</b> The opposite of positive interactions and are the bad things that happen among small groups.</li> <li>● <b>Social Skills:</b> Are the behaviors that help partners and</li> </ul>	<p>Stations Implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing/ Catching</li> <li>● Striking</li> <li>● Dribbling</li> <li>● Stations</li> <li>● Implement Skills</li> <li>● Bouncers</li> <li>● Balance Boards</li> <li>● Scooters</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	Daily lesson plans of 40minutes per class.

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		<p>groups complete a task and build positive feelings among the participants.</p> <ul style="list-style-type: none"> <li>● <b>On-Task:</b> Staying focused on a task and being able to keep working on a task.</li> </ul>			
<b>Enrichment:</b>		<ul style="list-style-type: none"> <li>● Students will name the specific activity pictured</li> <li>● Students will give the specific name of the area to take the pulse</li> <li>● Explain reasons for likes and dislikes</li> <li>● Explain why a behavior is positive or negative during group activities</li> </ul>			
<b>Manipulative</b>	<b>10.5.3A:</b> Recognize and use basic movements	<p>Objective: Engage and identify in manipulative movements</p> <p>→ Manipulative movements:</p>	<p><b>Stations implementing the following manipulative movements:</b></p> <ul style="list-style-type: none"> <li>● Throwing and catching</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p>	<p>Daily lesson plans of 40minutes per class.</p>

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	skills and concepts	<p>Control of objects with body parts and implements. Action causes an objects to move from one place to another.</p> <ul style="list-style-type: none"> <li>● Throw</li> <li>● Catch</li> <li>● Kick</li> <li>● Dribble</li> <li>● Strike</li> <li>● Volley</li> <li>● Punt</li> </ul> <p>Objective: Identify critical elements of a skill</p> <p>Throw</p> <ul style="list-style-type: none"> <li>● Point non throwing side/shoulder to target (I.E., If left handed thrower, point right shoulder/ side towards target)</li> <li>● Throwing arm way back behind head</li> <li>● step with your opposite foot towards target ( I.E., If throwing with the left hand, step towards</li> </ul>	<ul style="list-style-type: none"> <li>● Kicking</li> <li>● Dribble</li> <li>● Striking</li> <li>● Volleying</li> <li>● Punting</li> <li>● Bowling</li> </ul>	Student discussion	
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		<p>target with your right foot)</p> <ul style="list-style-type: none"> <li>● Follow through by letting your throwing arm come across the opposite side of your body.</li> </ul> <p>Catch</p> <ul style="list-style-type: none"> <li>● Keep eye on the ball</li> <li>● Reach arms towards ball</li> <li>● Give with ball as ball hits hands (bring ball into body)</li> <li>● Pinkies together if ball is below waist</li> <li>● Thumbs together if ball is above waist</li> </ul> <p>Kick</p> <ul style="list-style-type: none"> <li>● Non-kicking foot next to the ball</li> <li>● Contract ball below the middle of the ball</li> <li>● Contact ball with shoelaces (I.E., Instep of foot)</li> <li>● Follow through</li> </ul> <p>Dribble</p>			
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		<ul style="list-style-type: none"> <li>● Ready position (knees bent/Shoulder width apart)</li> <li>● Use finger pads as arm extends downward</li> <li>● Eyes forward</li> <li>● Waist level dribble to the side of the body</li> </ul> <p>Strike</p> <ul style="list-style-type: none"> <li>● Eyes on ball</li> <li>● Opposite foot in front</li> <li>● Move to ball</li> <li>● Level swing</li> <li>● Segmental Rotation</li> <li>● Weight Shift forward</li> <li>● Follow through direction of target</li> </ul> <p>Volley</p> <ul style="list-style-type: none"> <li>● Eyes on ball</li> <li>● Move to ball</li> <li>● Push Ball using hands or implement</li> <li>● Use a variety of striking patterns</li> </ul> <p>Punt</p> <ul style="list-style-type: none"> <li>● Point of ball towards target</li> </ul>			
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		<ul style="list-style-type: none"><li>● Ball tilted point down</li><li>● Hands cradle ball with thumbs on top</li><li>● Step with punting foot first (two step approach)</li><li>● Point toe and strike ball with instep</li><li>● Follow through with leg high and slight hop on non putting foot</li></ul> <p><b>Objective:</b> Recognize movement phases</p> <p><b>Movement Phases:</b></p> <ul style="list-style-type: none"><li>● Ready position: The flexed, yet comfortable posture a player assumes before moving.</li><li>● Execution Phase: The act of carrying out a physical movement.</li><li>● Follow through: To continue a stroke or motion to the end of its arc.</li></ul>			
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	<p><b>10.5.3B:</b> Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p>	<p>Objective: Identify correct form in movement</p> <ul style="list-style-type: none"> <li>● Form: Manner of style of performing a movement according to recognized standards of technique</li> </ul> <p>Objective: Identify critical elements in movement</p> <ul style="list-style-type: none"> <li>● Critical elements: The important part of a skill</li> </ul>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing and catching</li> <li>● Kicking</li> <li>● Dribble</li> <li>● Striking</li> <li>● Volleying</li> <li>● Punting</li> <li>● Bowling</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40minutes per class.</p>
	<p><b>10.5.3C:</b> Know the function of practice</p>	<p>Objective: Review the function of practice</p> <ul style="list-style-type: none"> <li>● Practice: A method of learning by repetition</li> </ul>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing and catching</li> <li>● Kicking</li> <li>● Dribble</li> <li>● Striking</li> <li>● Volleying</li> <li>● Punting</li> <li>● Bowling</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40minutes per class.</p>
	<p><b>10.5.3E:</b> Know and describe scientific principles that affect movement</p>	<p>Objective: Recognize scientific principles</p> <p><b>Scientific principles:</b> Law that tell you why you should move your body in a certain way.</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing and catching</li> <li>● Kicking</li> <li>● Dribble</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40minutes per class.</p>

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	and skills using appropriate vocabulary	<ul style="list-style-type: none"> <li>● Force: Any external agent that causes a change in the motion of a body</li> <li>● Gravity: The external force that pulls objects/people to the ground.</li> </ul>	<ul style="list-style-type: none"> <li>● Striking</li> <li>● Volleying</li> <li>● Punting</li> <li>● Bowling</li> </ul>		
	<b>10.5.3F:</b> Recognize and describe game strategies using appropriate vocabulary	<p>Objective: Rules of play</p> <p><b>Rules of play:</b> Directions that tell you how to play a game.</p> <ul style="list-style-type: none"> <li>● How to play safely</li> <li>● How to play fairly</li> <li>● How to play politely</li> </ul> <p>Review game strategy</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> <li>● Throwing and catching</li> <li>● Kicking</li> <li>● Dribble</li> <li>● Striking</li> <li>● Volleying</li> <li>● Punting</li> <li>● Bowling</li> </ul>	<p>Teacher Observation</p> <p>Teacher Q &amp; A</p> <p>Student discussion</p>	Daily lesson plans of 40minutes per class.
<b>Enrichment:</b>		<ul style="list-style-type: none"> <li>● Create and demonstrate your own manipulative station or game</li> <li>● Assist other students</li> <li>● Draw 3 pictures of sports where a manipulative is used</li> <li>● Choose a manipulative skill and draw the</li> </ul>			

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		three movement phases.			

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