
Pe Grade 1 Movement curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide

PE/Health 1st Grade 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.

Scranton School District
Curriculum Guide

Year-at-a-glance

Subject:	Grade Level	Date Completed:
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1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter

Topic	Resources	CCSS

1st Quarter, 2nd Quarter, 3rd Quarter, 4th 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.

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Movement	10.4.3 A: Identify and engage in physical activities that promote physical fitness and health	<p>Objective: Recognize locomotor skills</p> <p>Objective: Recognize non-locomotor skills</p> <p>Objective: Recognize movement within personal space</p> <ul style="list-style-type: none"> ● Physical Activity ● Physical Fitness ● Health: A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity. ● Health- Related Fitness: Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	Daily lesson plans at 40mins per class

**Scranton School District
Curriculum Guide**

		<p>and endurance, flexibility and body composition.</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> ○ walk ○ run ○ jump ○ hop ○ skip ○ gallop ○ slide ○ leap ○ dodge <p>Non-Locomotor Skills:</p> <ul style="list-style-type: none"> ● Bend ● Stretch ● Push ● Pull ● Swing ● Sway ● Twist ● Tumble <p>Ready Position:</p> <ul style="list-style-type: none"> ● Movement ready position ● Static Ready ● Planted <p>Relationships: Movement that interacts with others or with an object</p> <ul style="list-style-type: none"> ● Over ● Under ● On ● Off 			
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**Scranton School District
Curriculum Guide**

		<ul style="list-style-type: none"> ● Near ● Far ● In front ● Behind ● Along ● Through ● Around ● Alongside <p>Space Awareness:</p> <ul style="list-style-type: none"> ● Self-Space ● Levels ● Pathways ● Directions 			
	<p>10.4.3C. Know and recognize changes in body responses during moderate to vigorous activities</p>	<p>Objective: Identify appropriate locations to take their heart rate. Objective: Identify the difference between heart rate and breathing rate. Changes in your body during activity: Heart Rate: The number of heart beats (pumps) per minute.</p> <ul style="list-style-type: none"> → Located on their radial artery (pulse); Directly under their thumb below the base of their palm. ● Place their hand over their heart (beating faster or slower) 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily lesson plans at 40mins per class</p>

**Scranton School District
Curriculum Guide**

		<p>Breathing Rate: Number of breaths you take in one minute.</p> <p>Respiration rate: The number of breaths you take in one minute.</p>			
	<p>10.4.3D: Identify likes and dislikes related to participation in physical activities</p>	<p>Objectives: Distinguish between activities you like and dislike.</p> <ul style="list-style-type: none"> ● Participation ● Likes: To enjoy (When you like a physical activity you want to do the activity) ● Dislikes: To not enjoy (When you dislike a physical activity you do not want to do the activity) 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily lesson plans at 40mins per class</p>
	<p>10.4.3F: Recognize the positive and negative interactions of small group activities</p>	<p>Objective: Distinguish between positive and negative interactions.</p> <ul style="list-style-type: none"> ● Participation ● Small Groups ● Partner ● Positive Interactions: Including everyone in an activity while 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily lesson plans at 40mins per class</p>

**Scranton School District
Curriculum Guide**

		<p>using caring words and actions.</p> <ul style="list-style-type: none"> ● Negative Interactions: The opposite of positive interactions and are the bad things that happen among small groups. ● Social Skills: Are the behaviors that help partners and groups complete a task and build positive feelings among the participants. ● On-Task: Staying focused on a task and being able to keep working on a task. 			
Enrichment:		<ul style="list-style-type: none"> ● Students bring in a picture of themselves performing activity and explain it to the class ● Students will give the proper name 			

**Scranton School District
Curriculum Guide**

		the areas to take pulse			
Movement	10.5.3A: Recognize and use basic movement skills and concepts	<p>Objective: Identify and perform locomotor movements</p> <ul style="list-style-type: none"> ● Locomotor Movements: Movements producing physical displacement of the body, usually identified by weight transference via the feet. ● Walk ● Run ● Jump ● Hop ● Skip ● Gallop ● Slide ● Leap ● Dodge <p>Objective: Identify and perform non locomotor movements.</p> <p>Non-Locomotor Skills: Movements that do not produce physical displacement of the body</p> <ul style="list-style-type: none"> ● Bend/Stretch ● Push/Pull 	<ul style="list-style-type: none"> ● Locomotor Stations ● Locomotor Games ● Gymnastics ● Tagging Games ● Dance ● Parachutes ● Traversing Wall ● Cooperative Games 	<p>Teacher observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	Daily lesson plans of 40 minutes per class.

**Scranton School District
Curriculum Guide**

		<ul style="list-style-type: none"> ● Swing/Sway ● Twist/Turn <p>Objective: Movement that interacts with others or with an object</p> <ul style="list-style-type: none"> ● Over ● Under ● Beside <p>Objective: Identify and demonstrate space awareness.</p> <ul style="list-style-type: none"> ● Space awareness <ul style="list-style-type: none"> ○ Self-space ○ Levels ○ Pathways ○ Directions <p>Objective: Recognize combination movements</p> <p>Combination movements: A skill that requires more than one movement at a time</p> <ul style="list-style-type: none"> ● Locomotor ● non-locomotor ● Manipulative <p>Objective: Identify Effort</p> <p>Effort: The degree to which speed, force, and flow are present in a movement.</p> <ul style="list-style-type: none"> ● Speed: Range from slow to fast ● Force: The amount of energy 			
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**Scranton School District
Curriculum Guide**

		<p>expended in movement</p> <ul style="list-style-type: none"> ● Flow: The amount of control present in a movement 			
	<p>10.5.3B: 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"> ● Form: Manner of style or performing a movement according to recognized standards of technique <p>Objective: Identify critical elements</p> <ul style="list-style-type: none"> ● Critical elements: The important parts of a skill 	<ul style="list-style-type: none"> ● Locomotor Stations ● Locomotor Games ● Gymnastics ● Tagging Games ● Dance ● Traversing Wall ● Fitness 	<p>Teacher observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40 minutes per class.</p>
	<p>10.5.3C: Know the function of practice</p>	<p>Objective: Review the function of practice</p> <ul style="list-style-type: none"> ● Practice: A method of learning by repetition 			<p>Daily lesson plans of 40 minutes per class.</p>
	<p>10.5.3E: Know and describe scientific principles that affect movement</p>	<p>Objective: Recognize Scientific principles</p> <p>Scientific principles: Laws that tell you why you should move your body in a certain way</p>	<ul style="list-style-type: none"> ● Locomotor Stations ● Gymnastics ● Tagging Games ● Traversing Walls ● Aquatics 	<p>Teacher observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily lesson plans of 40 minutes per class.</p>

**Scranton School District
Curriculum Guide**

	and skills using appropriate vocabulary	<ul style="list-style-type: none"> • Force: any external agent that causes a change in the motion of a body • Gravity: The external force that pulls objects/people to the ground 			
	10.5.3F: Recognize and describe game strategies using appropriate vocabulary	<p>Objective: Recognize rules of play</p> <ul style="list-style-type: none"> → Rules of play: Directions that tell you how to play a game • How to play safely • How to play fairly • How to play politely → Review open space → Review game strategy → Review faking and dodging 	<ul style="list-style-type: none"> • Locomotor Stations • Locomotor games • Gymnastics • Tagging Games • Traversing Wall • Cooperative Games 	<p>Teacher observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	Daily lesson plans of 40 minutes per class.
Enrichment		<ul style="list-style-type: none"> • Create and demonstrate your own locomotor station or game • Assist other students 			

**Scranton School District
Curriculum Guide**

		<ul style="list-style-type: none">• Draw a picture of three sports that require combination movements			