

Wilson Area School District Planned Course Guide

Title of planned course: 1st Grade Physical Education

Subject Area: Physical education

Grade Level: 1st Grade

Course Description: Elementary physical education

Time/Credit for this Course: 1 day/week for 40 weeks

Curriculum Writing Committee: Nicholas Woodward

Curriculum Map

<u>August:</u>	Introduction to physical education: Safety guidelines and course expectations
<u>September:</u>	Introduce guidelines and expectations Body movement: General movement and game concepts Invasion: Soccer skills
<u>October:</u>	Invasion: Soccer skills Target: Bowling skills Hit, run and field: Tossing and catching skills
<u>November:</u>	Body movement: Health-related components of fitness Body movement: Formative fitness assessments
<u>December:</u>	Invasion: Hockey skills Hit, run and field: Striking skills
<u>January:</u>	Hit, run and field: Striking skills Body movement: Jump rope skills and dance
<u>February:</u>	Body movement: Jump rope skills and dance Invasion: Basketball skills
<u>March:</u>	Invasion: Basketball skills Net games: Volleyball skills Target: Frisbee/Disc golf skills
<u>April:</u>	Body movement: Summative fitness assessments Cooperative: Cooperative and parachute activities
<u>May:</u>	Hit, run and field: Diamond activities Target activities: Backyard games
<u>June:</u>	Wrap-up activity

Planned Course Materials

Course Title: 1st Grade Physical Education

Teacher Resources:

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Parachute Games (Strong/LeFevre)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Open PE.com

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Introduction to Physical Education: Safety Guidelines and Course Expectations

Time frame: 1- 2 classes

State Standards: 10.3.3.A-D

Essential content/objectives: At the end of the unit, students will be able to:

- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.
- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify class expectations specific to 1st grade physical education

Core Activities:

- Class procedures
- Introduction to all locomotor movements
- Tag games

Extensions: Cue card relay race reinforcing safety rules and class expectations

Remediation:

- Proximity instruction
- Reiteration
- Partner share

Instructional Methods:

- Teacher demonstration and explanation
- Student observation
- Question and answer session

Materials & Resources:

- Teacher generated poster or hand-out
- Cue cards
- Rubric assessment cards
- Class recording sheet

Assessments:

- Teacher observation
- Question and answer responses

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: General Movement and game concepts

Time frame: 1-2 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B & F

Essential content/objectives: At the end of the unit, students will be able to:

- Safely move demonstrating a variety of relationships with people and objects
- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Know positive effects of regular participation in physical activities
- Recognize changes in body responses during physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize and perform locomotor and nonlocomotor movements by their name
- Recognize that challenges can lead to success
- Demonstrate their understanding of mirroring

Core Activities:

- Review all locomotor movement through line movement:
 - Moving through space at different: speeds, levels, directions, body positions and all four on the ground, belly up, belly down
 - Walking, speed walking, jogging, running, jumping, skipping, hopping, leaping, galloping, sliding grapevines, and rolling
- Review all non-locomotor movement through line movement:
 - bending, balancing, stretching, swinging, twisting, turning, reaching, pulling, pushing and swaying
- Sneak up tag
- Toilet tag
- Cone up-cone down
- Partner tag
- Rock, paper, scissor tag
- Scooters: how to safely ride, hand position, eyes looking, forward, backwards, sideways, scooter races

Extensions:

- Choose a new skill to learn
- Practice
- Monitor one's own progress

Remediation:

- Partner work
- Small grouping
- Content reiteration

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Cones
- Poly spots
- Floor tape
- Whistle
- Stopwatches
- Cue cards
- Hula hoops

Assessments:

- Teacher observation
- Rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Invasion: Soccer Skills

Time frame: 3 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down)
- Soft touches on the soccer ball in order to keep it in their personal space
- Begin with spatial and body awareness and progress to basic ball handling (e.g., quick toe touches, roll the ball slowly forward using foot, roll the ball backwards, etc.)
- Control the ball within personal space
- Slow and controlled dribbling with inside of foot (focus on being aware of other students dribbling in general space)
- List two activities that can make their heart muscle grow stronger
- Accurately pass to their partner following the cues that they learn in class
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Recognize that challenges can lead to success
- Demonstrate their understanding of mirroring

Core Activities:

- Passing against a wall
- Passing and trapping with a partner
- Place kicking
- Dribbling: toe taps, dominant foot, non-dominant foot, both feet, inside, outside, dribble and mark
- Passing: dominant foot, non-dominant foot, inside
- Shooting: dominant foot, non-dominant foot, inside
- Stations
- Clean my yard: Sideline throw-ins, spot kicking,

Extensions: One goal soccer

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Scooter

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Target games: Bowling

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Roll the ball toward the pin(s) with dominant hand and non-dominant hand
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Work cooperatively to set up and knock down the pins
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Recognize that challenges can lead to success

Core Activities:

- Bowling and fielding with a partner
- Dominant hand, non-dominant hand and two hand bowling
- Dot to dot bowling with a defender
- Six pin bowling and score tracking

Extensions:

- Long bowling
- Team vs. team bowling

Remediation:

- Teacher pairing
- Additional time for skill development
- Smaller and larger balls
- Softer ball
- Closer to pin

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Various balls
- Poly spots
- Bowling pins
- Cones
- Laminated pin location posters

Assessments:

- Teacher observation
- Student self-assessment
- Rubric
- Score tracking sheet

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Hit, run and field: Tossing and catching

Time frame: 3 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down)
- Keep their ball under control as they work to toss and catch it
- Manipulates and controls objects using underhand throws, two-hand catches
- Use cues for underhand tossing during partner activities
- Repeat the cues for tossing
- Show strong and light force during rolling and tossing activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize game strategies using appropriate vocabulary
- Recognize that challenges can lead to success

Core Activities:

- Underhand tossing to a target
- Throwing form and warmup: over hand movement
- Overhand throwing at a target
- Tossing and catching with a partner: underhand
- Snowball fights: underhand, overhand
- Stations

Extensions:

- Tossing and catching with a partner: overhand
- Throwing for distance
- Throw, catch and move
- Jackpot

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development
- Larger ball
- Softer ball

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Body movement: Health-Related Components of Fitness and Formative Fitness Assessments

Time frame: 3 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Improve muscular strength and endurance during activities and tasks
- Know the positive effects of regular participation in moderate to vigorous physical activities
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Identify their center of gravity and base of support for each movement activity
- Use a variety of locomotor movements to travel with balance at various speeds
- Identify how to safely jump and land in both horizontal and vertical planes
- Recognize that challenges can lead to success

Core Activities:

- Locomotive skills checklist
- Non-locomotor skills checklist
- Learning health related components of fitness
- Learning skill related components of fitness
- Identify changes in heart rate
- Fitness stations

Extensions:

- Allow additional time and opportunity for additional fitness work
- Opportunities to dictate and perform favorite locomotive movements

Remediation:

- Adaptations to fitness skills
- Opportunity for modified exercise
- Visual aide
- Partner support

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards

Assessments:

- Teacher observation
- Student documentation of scores
- Technique rubrics

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Hockey Skills

Time frame: 3 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to increase their heart rate during movement activities
- Soft touches on the hockey puck/ball in order to keep it in their personal space
- Tap the puck/ball forward with a safe amount of force –keeping the puck/ball close and under control
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary(e.g., dominant hand, blade, shaft)
- Recognize game strategies using appropriate vocabulary
- Recognize that challenges can lead to success

Core Activities:

- Proper and silly ways to hold and move with a pillow puff sticks
- Pillow puff sticks
 - Passing: Passing and receiving with a partner on dominant side, non-dominant side
 - Shooting: Dominant side, non-dominant side, wrist shots, accuracy
 - Dribbling: inside and outside side of stick, dribble and mark
- Stations
- Scooter hockey with short sticks
- Clean my yard: Spot shots

Extensions:

- Short sticks
- Sideline hockey

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Short sticks
- Pillow puff stick
- Scooters

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Hit, run and field: Striking Skills

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Strike a stationary ball with a bat
- Field a ball that is rolling on the ground
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize that challenges can lead to success

Core Activities:

- Hitting a stationary ball
- Hit and field
- Home run derby

Extensions: Hitting an underhand thrown ball

Remediation:

- Use of a batting tee
- Shorter implement
- Larger striking surface
- Larger object to strike
- Change distance between thrower and striker

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Assortment of striking implements
- Assortment of targeted objects
- Bases
- Nets
- Targets

Assessments:

- Teacher observation
- Technique rubric
- Student self-assessment

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Body movement: Jump rope skills and dance

Time frame: 5 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to maintain balance during all movement activities
- Work to increase their heart rate during movement activities
- Move in their personal space to the rhythm of the music
- Perform locomotor skills to the beat of the music
- Actively participate by moving their body to the rhythm of the music
- Count and clap the beat of the song
- Identify the locomotor and non-locomotor movements used in dance
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize that challenges can lead to success
- Turn and jump over a rope
- Move a rope for a partner

Core Activities:

- Rope on ground: step over rope, climb over rope, run over rope, jump over rope, tightrope walk across rope
- Singles: Straight jumps, backward jumps, scissor jumps, x-jumps, double jumps
- Partner: long ropes(rivers, mountains, jump)
- Jumping stations
- Jumping wand whole class
- [Silly dances](#): follow the music dances, chicken dance, YMCA cha-cha slide

Extensions:

- Develop advanced jumping skills and routines
- Start inside of the long jump rope(s) before turners spin the rope
- Long jump rope turn and jump
- Double dutch (turning only)

Remediation:

- Place rope on ground
- Jump with no rope
- Turn and step over rope
- Slow turning rate
- Side turns to practice the act of jumping and the timing of the spin

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Short jump ropes
- Long jump ropes
- Lemon twists
- Individual jumping wands
- Skip-it
- Hula hoops
- Music
- Dyna-Bands
- Chinese jump ropes
- Stopwatches
- Posters
- Cue cards

Assessments:

- Teacher observation
- Student tracking number of jumps
- Peer monitoring
- Technique rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Basketball Skills

Time frame: 4 classes

State Standards: 10.3.3.D, 10.4.3.A, B, D-F, 10.5.3.A-C, F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Find their pulse/heart rate throughout the activity in order to see if it is beating faster during resting or working
- Count consecutive dribbles in self-space using the dominant hand
- “show hands,” working to catch the ball with hands, rather than trapping it against their body
- Bounce pass and move to an open space to receive a pass from a peer
- Pass the ball to a wall target using a force that is safe
- Focus on controlling force and maintaining a safe distance from the wall allowing the ball to bounce on the floor before it’s caught.
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Recognize that challenges can lead to success
- Demonstrate their understanding of mirroring
- Practice good shooting form
- Rebound a ball before the ball bounces three times

Core Activities:

- Dribbling: dominant hand, non-dominant hand, crossover
- Passing: chest, bounce
- Rebounding: shoot and rebound before the ball bounces three times
- Shooting: free throws, jump shorts
- Stations
- Game: Flat hoop dunkball

Extensions:

- Behind back
- Lay-up

Remediation:

- Smaller basketball
- Lowered hoop
- Hoop/target on the ground
- Closer to target
- Two-handed dribble
- Slowed movement between dribbles
- Walking between dribbles

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Basketballs
- Basketball hoops
- Pinnies
- Cones
- Stopwatches
- Floor tape
- Visual aide
- Whistle
- Music
- Scooters
- Posters
- Cue cards

Assessments:

- Teacher observation
- Technique rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Net/Wall: Volleyball skills

Time frame: 2 classes

State Standards: 10.4.6.D-F, 10.5.6.C, E & F

Essential content/objectives: At the end of the unit, students will be able to:

- Toss and catch balloon up into the air as many times as they can before it hits the floor
- Strike and then catch a balloon before striking it again
- Use the correct amount of force when striking a ball
- Move into position in order to strike (or catch) the balloon
- Describe likes and dislikes about the activities
- Identify and apply the concept of motor skill development to a variety of basic skills
- Volley with dominant and non-dominant hands
- Actively engage and work to improve their volleying skills
- Identify game strategies to basic game and physical activities
- Recognize that challenges can lead to success

Core Activities:

- Passing: Throwing, catching, bumping, setting
- Serving: Throwing, underhand serving
- Covering: Special awareness
- Keep-it-up, serve, bump set with a beach volleyball

Extensions:

- Beach volleyball instead of a balloon
- Consecutive independent bumps/set
- Consecutive group bumps/set

Remediation:

- Larger balloon
- Catch the balloon when needed to allow play to continue
- Allow the balloon to bounce and remain in play

Instructional Methods:

- Teacher demonstration and explanation
- Student demonstrations
- Independent practice
- Group practice and application
- Peer monitoring and feedback

Materials & Resources:

- Balloons
- Beach volleyballs
- Whistle
- Cones
- Cone topper quick nets

- Mats

Assessments:

- Teacher observation
- Student self-assessment
- Skill rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Frisbee/Disc golf

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.A-C, D-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Use movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize that challenges can lead to success
- Properly hold a disc
- Throw a disc with a backhand motion
- Throw a disc with a forehand motion
- Catch a throw disc

Core Activities:

- Backhand throwing
- Throwing and catching with a partner
- Putting
- Forehand throwing
- Frisbee clean my yard

Extensions:

- Longer throws
- Throwing a disc on hyzer
- Jackpot

Remediation:

- Shorter distance
- Soft disc
- Small group activity
- Teacher pairing
- Additional time for skill development

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various Frisbees in size, weight and softness
- Poly spots
- Cones

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Summative fitness assessment
Cooperative games parachute activities

Time frame: 3 Classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Practice each practiced skill-related component of fitness
- Practice each practiced health-related component of fitness
- Demonstrate proper etiquette by following the rules for each activity
- Maintain balance during all movement activities
- Demonstrate proper tagging
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Recognize basic movement skills and concepts
- Use muscular strength and endurance to perform parachute activities
- Practice a variety of parachute skills using the teacher's cues
- Keep body under control while I'm moving underneath the parachute
- Demonstrate safe and cooperative play during all parachute activities
- Describe the difference between using hard or soft force during parachute activities
- Demonstrate control and move the parachute at high, medium, and low levels
- Work cooperatively with their classmates and use the parachute appropriately
- Discuss parachute safety rules
- Stay actively engaged during all activities
- Demonstrate the basic overhand, underhand, and mixed grips
- Recognize that challenges can lead to success

Core Activities:

- Practice health related components of fitness
- Practice skill related components of fitness
- Indoor capture the flag
- [The Basics](#): With locomotor movements
- [Ball Fun](#): Roller ball
- [Under The Chute](#): Student lead

Extensions: Presidential fitness testing

Remediation:

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide
- Partner support

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

Materials & Resources:

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Warrior ropes
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards
- Parachute
- Soft balls of various weights

Assessments:

- Teacher observation
- Student documentation of scores
- Technique rubrics

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Hit, run and field: Diamond Activities

Time frame: 2 Classes

State Standards: 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the reasons for participating in physical activity with friends
- Recognize and use basic movement skills and concepts
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Describe how force affects the balls movement
- Recognize and describe game strategies using appropriate vocabulary
- Recognize that challenges can lead to success
- Field a ball and throw it to a specific location
- Strike a ball and run to a specific location

Core Activities:

- Feilding: Throwing, catching, ground balls
- Striking: Kicking and hitting
- Base running: First through home
- Kickball: Pitchers poison

Extensions:

- Tagging a runner
- Forced outs

Remediation:

- Larger ball
- Lighter ball
- Shorter distance to base
- Kicking a stationary ball

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

Materials & Resources:

- Throw down based
- Batting tees
- Cones
- Kickballs
- Wiffle balls
- Gator balls
- Plastic bats

Assessments:

- Teacher observation
- Student documentation of scores
- Technique rubrics

Curriculum Scope & Sequence

Planned Course: 1st Grade Physical Education

Unit: Target: Backyard games

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in backyard games
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Use the cues for underhand tossing in order to hit a target
- Know the function of practice
- Recognize that challenges can lead to success
- Take turns with peers allowing others to toss their implement
- Rotate to different stations to play new games

Core Activities:

- Corn hole(bean bag toss)
- Quoits (Ring toss)
- Ladder ball
- Stations

Extensions:

- Extend the distance to the target
- Use non-dominant hand to toss
- Look at target but then close eyes before tossing

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development
- Shorter distance to target

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Poly spots
- Goals
- Cones
- Rings
- Quits
- Quoit boards
- Ladder ball racks
- Ladder ball tethers
- Bean bags
- Hoops

Assessments:

- Teacher observation
- Student self-assessment
- Rubric