Danville Area School District
Course Overview and Scope and Sequence

Course Title: Physical Education
Content Area: PE
Grade Level: 1
Date Developed: September, 2023

COURSE OVERVIEW: The Grade 1 Physical Education course is a continuation of the path to obtain skills, knowledge, and attitudes that lead to a physically active lifestyle. First grade students will demonstrate basic locomotor and nonlocomotor movements. Students will be introduced to and will demonstrate critical elements of technique while using varied manipulative skills. Students will participate while using safe, respectful, and responsible behavior. While participating in a variety of activities, students will also continue to identify how their bodies change during exercise and to understand the concept and importance of physical fitness.

ANCHOR STANDARDS:
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

KEY COURSE TEXT AND MATERIALS: Children Moving, A Reflective Approach to Teaching Physical Education
www.mhhe.com/graham9e (Children Moving web site)
Adventure Curriculum for Physical Education – Elementary School
Dynamic Physical Education for Elementary School Children
American Heart Association
National Standards & Grade-Level Outcomes for K-12 Physical Education –
2014- Society of Health And Physical Educators (SHAPE America)
The New National Standards for Physical Education- www.aahperd.org
PE Equipment & Materials
Fitnessgram

KEY ASSESSMENTS:
Authentic assessment Teacher observation Think pair share
Student demonstration Show me thumbs up/down Critical element rubrics
Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING OUTCOMES	ASSESSMENT	MATERIALS	TIMEFRAME
Establishing a Safe Learning Environment	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1) Exhibits the established protocols for class activities. (S4.E5.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)Cycle 1 august-september
Space awareness, traveling (direction, levels, and relationships)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts,	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) Follows the rules & parameters of the learning environment. (S4.E2.1) Moves in self-space and general space in response	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 2- early september (revisited throughout the year)

	principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	to designated beats/ rhythms. (S2.E1.1) Works independently with others in partner environments. (S4.E4.2)			
Locomotor Movements (run, hop, jump, slide, skip, gallop, leap)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1) Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1) Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 3 mid september(revisited throughout the year)

		environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)			
Non-locomotor (bend, twist, pull, push, swing, sway, turn, etc.)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)Rolls with either a narrow or curled body shape. (S1.E9.1)Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 4 end september(revisited throughout the year)
Balancing and Transferring weight	**Standard 1:** The physically literate	Transfers weight from one body part to another in self	Authentic assessment Teacher observation	Children Moving, A Reflective Approach to	(revisited throughout the year)

	individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	space in dance and gymnastics environments. (S1.E8.1)Maintains stillness on different bases of support with different body shapes. (S1.E7.1)Actively engages in physical education class. (S3.E2.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	
Rolling	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies	Actively engages in physical education class. (S3.E2.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Follows teacher directions for safe participation and proper use of equipment without	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

	knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	teacher reminders. (S4.E6.1)Rolls with either a narrow or curled body shape. (S1.E9.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Peer observation		
Throwing and Catching	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and	(S4.E6.1)Catches a soft object from a self-toss before it bounces. (S1.E16.1a) Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1) Follows teacher directions for safe participation and	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

	performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)			
Kicking	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

	respects self and others.	others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)			
Dribbling With hands/feet	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Dribbles continuously in self-space using the preferred hand. (S1.E17.1)Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)
Volley underhand	**Standard 1:** The physically literate individual demonstrates	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Authentic assessment Teacher observation Think pair share	Children Moving, A Reflective Approach to Teaching Physical	(revisited throughout the year)

	competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	
Striking with a short implement	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits	Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

	responsible personal and social behavior that respects self and others.	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)			
Jump Rope	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Jumps forward or backward consecutively using a selfturned rope. (S1.E27.1a) Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b) Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)Actively engages in physical education class. (S3.E2.1)Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)Follows the rules & parameters of the learning environment. (S4.E2.1)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)