

# WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

DRAFT 3

## High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A First grade (HM-1A-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

### Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

### Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating all of the locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding using correct form and while changing levels, directions, and speed.
- 2: Student demonstrates he/she is nearing proficiency by: demonstrating correct form in at least 5 of the locomotor skills.
- recognizing and recalling specific vocabulary such as walk, run, leap, jump, jog, slide, gallop, skip, changing directions, levels, and speed.
  - performing processes such as: recalling the proper steps needed to complete each locomotor skill.
- 1: Student demonstrates limited understanding or skill with the learning goal by: completing the movements using incorrect form while changing levels, directions, or speed even with help from the teacher.

## WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

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### Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

# WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade

## DRAFT 3

### High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Physical Activity and Lifetime Wellness 3A Kindergarten- First Grade (PA3AK-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

#### Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

#### Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- using and manipulating rhythmic equipment.
- following the proper steps to complete a rhythmic activity.
- performing a teacher led dance.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, personal space, self control.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade  
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Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking  
Simple line dances: cha-cha slide, electric slide  
Independent dance- freeze dance

# WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade DRAFT 3

## High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C First Grade (HM-1C-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to describe basic principals of a healthy lifestyle.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• associating a fast heartbeat, heavy breathing, and perspiration with exercise.</li> <li>• recognizing healthy and unhealthy choices.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary such as heartbeat, exercise, healthy choices.</li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade  
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Learning Targets

Healthy food choices  
Unhealthy food choices  
Exercises

WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade  
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating gross motor skills while manipulating equipment.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
- performing processes such as: recalling the proper steps needed to complete a specific skill correctly.

1: Student demonstrates limited understanding or skill with the learning goal.

# WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade

## DRAFT 3

### Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops



# WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First Grade- Second Grade

## DRAFT 3

### High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1F kindergarten and first grade (HM1-F-K-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

### Learning Goal

Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.

### Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating cooperation when working in small groups or with a partner to accomplish an objective.
- taking turns with teammates or partners.
- valuing and encouraging teammates and opponents.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as share, take turns, kind words, fairness, honesty, good sportsmanship.
- performing processes such as:
  - recalling how to treat others when working in a group or with a partner.
  - recognizing supportive words and actions .

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First  
Grade- Second Grade

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	1: Student demonstrates limited understanding or skill with the learning goal.
<p style="text-align: center;"><u>Learning Targets</u></p> <p>Small sided games</p> <p>Tag games</p> <p>Low organized games</p> <p>Team building activities</p>	