

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.

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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>

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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"> • associating a fast heartbeat, heavy breathing, and perspiration with exercise. • recognizing healthy and unhealthy choices. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as heartbeat, exercise, healthy choices. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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

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.

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Show-Me Standards for Health and Physical Education

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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

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