Physical Education 1st Grade

Unit:	1st Grade- Body Parts, Locomotor Skills, and Directional Parameters
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.
Unit Essential Questions:	What are the names of my body parts? How must I behave in this class? How can I move my body? What are the most effective ways to move my body? Why is it important to move my body? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,E,F; 10.5.3.A,C,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes (Reinforced throughout the year)	10.3.3.A,C,D 10.4.3.A,E,F 10.5.3.A,C,F	Identify 20 basic body parts Personal space General space Walk Run Jog Hop Jump Skip Leap Identify 6 main directions	Body part identification game; Follow the leader; Simon says; Movement exploration problem solving; Teacher directed directional movement activity; Next in the circle variation; Frogs in the sea; Bird catcher; Tag games	Textbook Body parts poster Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade- Movement Exploration				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	Why must I listen and follow directions? What must I do to move my body and objects accurately and safely? How do I get my body ready for movement? Why is it important to always try to improve myself physically? What will happen if I do not work cooperatively with others? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,D,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes (Some activities overlap with Fitness Testing)	10.3.3.A,C,D 10.4.3.A,D,F 10.5.3.A,B,C,D,E,F	Body control Proper technique Bounce Roll Toss Pass Catch Focus Listening Creativity Cooperation	Movement exploration problem solving; Game of cars; Indy 500 race; directional response movement; Fitness test practice; Hound and rabbit; Thematic Halloween obstacle course	Textbook Cooperative behavior and sportsmanship posters Halloween music, decorations, obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade President's "Challenge" Physical Fitness Testing				
Big Ideas:	Quality lifelong movement is based on scientific concepts/principles. Participation in physical activity impacts wellness throughout a lifetime.				
Unit Essential Questions:	What are the three parts of exercise? Why are warm-up stretches and cool-down activities important? What must I do to improve my physical health and skill development? What is the F.I.T.T. Formula of Exercise and how do I use this formula to improve my health and wellness?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5-6 Classes	10.4.3A,B,C,D,E,F 10.5.3C,D	Jog Run Power walking Frequency/Intensity/Time/Type Repetitions/sets Warm-up/Cool-down Pacing Agility Flexibility Endurance Strength	Endurance run test >6&7 year olds do ¼ mile run >8&9 year olds do ½ mile run >10&older do 1 mile run Pull-up or Flex arm hang test Shuttle run test Curl-up test V-sit reach test Bombardment Capture the Flag	Stop watch Measured track or running area Pull-up bar Floor tape Chalkboard erasers Padded mats V-sit reach box or foot ruler and masking tape Testing score sheets Parent letter informational paper Student personalized score sheet report Physical fitness test charts, posters, awards, and Top Gun records	Modified scoring based on student performance using the President "Challenge" scoring charts Assigned homework to practice for the fitness tests utilizing the learned F.I.T.T. Formula of Exercise

Unit:	1st Grade Ball and Body Control				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How can I move my body? What are the most effective ways to work cooperatively with a partner and a team? What must I do to move and control a ball? What can I do to stay physically active? What are the skills, rules, and procedure in a game of kick ball? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
4 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Slide Gallop Kick Explosive jumping Working cooperatively Soccer dribble Bilateral foot control Soccer ball shooting Personal space General space Out Tag Base	Sliding in signaled directions; Gallop horse race; Chariot races; Modified to regular kickball game; Soccer dribbling, stopping, passing, and shooting drills; Storm the fort; Jack jumps the candlestick (variations)	Cones Playground ball Bases Soccer balls Posters and bulletin boards Teacher designed activities Jump ropes	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade Locomotor Skills, Body Control, Thinking and Reacting Skills				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	How does the world around me impact my body movements? Why are game rules and signals important? How can I use body movements to solve problems? How can daily physical activity improve my health and wellness? Why do we perform physical fitness tests? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**

3 Classes (Some activities overlap with Fitness testing)	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Lifetime wellness Action-reaction Strategy (individual/team) Teamwork Timing Body control Empathy	Bombardment (variations); Fitness test ; Capture the flag; Christmas-Winter activity obstacle course	Cones Flags Dodgeballs Christmas music, decorations, and obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions
Unit:	1st Grade Body Awareness				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	How can I move my body? How does the world around me impact my body movements? How can I use body movements to solve problems? What happens to my body during physical activity? What must I do to control objects?				

	Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Body control Object control Reaction Speed Height levels Spatial directions Work cooperatively Problem solving Object control Quickness Body awareness	Picking flowers with rivers; Red light-green light; Mix and match; Circle straddle ball (variations); Earthquake; Target roll; Movement exploration problem solving; Toss in hoop relays	Hula hoops Scoops Yarn balls Assortment of manipulative objects Long Jump ropes Cones Playground balls Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade Whole Class Cooperative Activities
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.
Unit Essential Questions:	What can I do with a parachute? How does cooperation affect parachute activity success? How can I move my body? What problems might I encounter with moving a scooter? What exercises and activities can I do to improve my health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,F 10.5.3.A,B,C,D,E,F	Grip Gore Cooperate Simultaneous action Success Safe use of equipment Effort Timing Passing Teamwork Maintaining space/positions	Movement exploration problem solving; Rhythmic parachute activities; Parachute games; Scooter exploration; Scooter handball	Playtime Parachute Fun- cassette by Georgiana Stewart (KIMBO- KIM 7056C) Scooters Beach balls Goals Floor dots Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade Jump Rope				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How does the "Jump Rope for Heart" program help the community? What personal benefits do you gain by participating in the "Jump Rope for Heart" program? What skills and strategies are used to jump rope? How do I use the jump rope skills with my classmates?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes (6-7 weeks for the securing of donations for the American Heart Association)	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E	Timing Aerobic fitness Coordination Donation Cooperation Heart Hero Body control	Basic rope jumping skills (snake, wave, straddle, cross over, crouch, twist, bridge, series bridge, octopus, circle, regular jump, long rope run under and jump over, etc.);Basic single short rope skills (simple to complex); Long rope skills (simple to complex); Rope jumping contests	"Jump Rope for Heart" materials packet, instructional and motivational posters, wall charts, collection and story video(CD), prizes, and banners Regular and long jump ropes Jump rope rhythmic music tape and player Student favorite music "The World of Rope Jumping" with Mark Rothstein video Floor tape Teacher designed parent letter	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions Student level of participation in aiding the American Heart Association

Unit:	1st Grade Balance Beam Activities and Dance
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How can I move my body with balance? What is balancing? What must I do to move my body to a rhythmic beat? What new body movements can I learn? How can I use dance to improve my health and wellness? How can music and dance impact my feelings, movements, and behavior? Standards and Anchors: 10.3.3.A,C.D; 10.4.3.A,B,C,D,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes	10.3.3.A,C.D; 10.4.3.A,B,C,D,F 10.5.3.A,B,C,D,E,F	Balance Controlled movement Focus Rhythm Musical beat Tempo Imitate Twisting Swaying Cooperation Dismount	Movement exploration problem solving activities on a balance beam (locomotor, laterality, directionality, manipulative, object balancing, animal walks, and obstacle skills); Dance- Strollin' Through the Park, Sailor's Hornpipe, Glow Worm, Little Brown Jug, Old Grey Mare, Chicken Dance, Hokey Pokey, Limbo Rock	Heel, Toe, Away We Go- record (KIM 7050) Drew's famous "Party Music"- CD (Turn Up The Music, Inc.) Balance beams (Floor and raised) Bean bags Cones Wands Basketballs Frisbees Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade Tumbling, Animal Movements, Balances, Vaulting, and Individual/Group Stunts				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How does tumbling and gymnastics improve your strength, balance, and gross motor coordination for personal fitness? What safety precautions must be used when performing gymnastic skills? What are the critical elements used in executing gymnastic movements? What must you do when performing cooperative movements? Where in the community can I receive more tumbling lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Muscular strength Balance Safety precautions Cooperation Twisting Bending Rolling Rocking Pushing Pulling Stretching Swinging Jumping Vaulting	Level 1 Activities: *Animal Movements Alligator crawl, kangaroo jump, puppy dog run, monkey run, bear walk, elephant walk, lame dog walk, crab walk *Tumbling and Balances Rolling log, side roll, forward roll, backward curl, backward roll, 3 point tip up, mountain climbers *Balance Stunts One leg balance, double/single knee balance, kimbo stand, stork stand, balance touch of an object, single leg extension balance, hand and knee balance on all fours (variations), *Individual Stunts Directional walk, elevator, jump turns, heel click, lowering the boom, turn over, thread the needle, heel slap, pogo stick, turk stand, crazy walk, seat circles *Partner/group Stunts Siamese twin walk, seesaw, wring the dishrag, partner toe touch, double top, roly poly, wheelbarrow (races) *Vaulting Jump over (variations), two hand twist vault, regular vault technique	Tumbling mats Vault blocks Gymnastic student demonstrators Motivational posters Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade Body Problem Solving and Eye-Hand Coordination Skills				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How can you use body movements to solve problems? How many different ways can I move my body? What activities can I do at home for fun and exercise? What skills and techniques must I use to perform various bean bag activities? What creative and expressive movements can I develop? What can I do to be more successful when playing a game?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,E,F 10.5.3.A,B,C,E,F	Tracking Focus Reaction Concentrate Creative movements Expressive movements Imitation Height levels (high, medium, low) Opposite/alternate hand Hard/soft throw	Movement exploration problem solving activities; Scoop and yarn ball exploration; Beanbag activities to audio tape; Creative and expressive movement activities to music; Squirrel in the trees; Sprint runs; Bottle (Pin) Kickball; Circle dodge ball; Circuit run; Bounce ball (variations)	Bean Bag Activities and Coordination Skills- cassette by Georgiana Stewart (KIMBO- KIM 7055C) Kids In Motion- CD or cassette- by Greg & Steve (YOUNGHEART RECORDS- C-YR008) Beanbags Dodgeballs Hula hoops Sand filled soda bottles Playground balls Scoops and yarn balls Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions
Unit:	1st Grade Object and Body Control				

Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	What must I do to move my body more effectively? What are the most effective ways to control an object? Why are game rules important? How do I use what I learn to achieve good health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,E,F 10.5.3.A,B,C,E,F	Body control Ball/object control Sprint Hop Jump Game rules Empathy Strategy Goalkeeper Runner start stance	Rabbit hunting (discuss how it feels in each role of the game and relate to real life situations); Battery of exercises; Soccer ball dribbling and stopping practice; Endline soccer with multiple goalkeepers; Hopscotch; Standing start 40 yard sprints; Rescue relay; Sprint relay; Frisbee distance throw; Frisbee target throw games; Leapfrog	Hula hoops Soccer balls Cones Chalk/line paint Frisbee/flying discs Dodgeballs	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	1st Grade (School-wide Field/Fun Day)				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	What skills, rules, and strategies must I use to be successful? How can my parent/guardians assist with the whole day activities? Why is good sportsmanship important?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Whole day activity	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Sportsmanship Cooperation Individual/team effort Personal enjoyment Team Pride Appreciation	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	No formal assessment (This is a reward for the children working diligently all year long)