

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Physical Education

Name of Course: Physical Education 1

Course Description:

Revision Date:

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 1: Wellness and Fitness	TIMEFRAME: Year-round

PA COMMON CORE/NATIONAL STANDARDS:

10.4.3A,B,C,D,E,F

10.5.3A,B,C,D

UNIT OBJECTIVES (SWBATS):

- Students will be able to identify and engage in physical activities that promote physical fitness and health.
- Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- Students will be able to know and recognize changes in body responses during moderate to vigorous activity.
- Students will be able to identify likes and dislikes related to participation in physical activities.
- Students will be able to identify reasons why regular participation in physical activities improves motor skills.
- Students will be able to recognize positive and negative interactions of small group activities.
- Students will be able to recognize and use basic movement skills and concepts.
- Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary.
- Students will be able to know the function of practice.
- Students will be able to identify and use principles of exercise to improve movement and fitness activities.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Flexibility

- Teacher led stretches
- Student led stretches
- Discussions of why stretching properly is appropriate for the activity
- Warm-ups / Cool-downs
- Yoga

Cardiovascular Endurance

- NP Marathon Kids Program
- Jogging/Walking
- Discussions about keeping a pace: how to and why.
- Discussions about heart rate and breathing rate.
- Exercises that increase heart rate (jumping jacks, jump rope, mountain climbers, etc.)
- Games that increase heart rate

Muscular Strength

- Wall apparatus (pull ups/chin ups)
- Body weight exercises (push-ups, plank, sit-ups, squats, etc.)

F.I.T.T. Principle

- Begin discussions about frequency (how often to exercise), intensity (how hard to exercise), time (how long to exercise), and type (what kind of exercise).

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Formative assessments pre/post
- Student participation
- Class discussion

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises that work same muscle groups (ex. Shoulder taps instead of push-ups, crunches instead of sit-ups).
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Marathon Kids
OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 2: Body and Spatial Awareness	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,E,F 10.5.3A,B,C,E	
UNIT OBJECTIVES (SWBATS): - Students will be able to identify and engage in physical activities that promote physical fitness and health. - Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities. - Students will be able to identify reasons why regular participation in physical activities improves motor skills. - Students will be able to recognize positive and negative interactions of small group activities. - Students will be able to recognize and use basic movement skills and concepts. - Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary. - Students will be able to know the function of practice. - Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary (balance).	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Self-Space: demonstrate a knowledge and understanding of self-space - Finding self-space - Being able to stay in self space while participating in activities - Discuss importance of self-space and safety General Space: safe movement with regard to location (self and others), direction, levels, pathways, speed - Perform locomotor movements in general space - Discuss and practice levels, pathways, and speed - Participate safely in a variety of games Body Awareness: relationship of body parts moving safely with others - Body control - Copying and performing specific movements - Creative movements	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation - Class discussion	

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
Modify exercises so all students can participate • Moving at a slower pace • Give options for exercises/locomotor skills • Different levels of challenge
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Marathon Kids OPEN Phys Ed Shape America American Heart Association The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 3: Movement Exploration	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D	
UNIT OBJECTIVES (SWBATS): • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities. • Students will be able to know and recognize changes in body responses during moderate to vigorous activity. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary. • Students will be able to know the function of practice. • Students will be able to identify and use principles of exercise to improve movement and fitness activities.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Discuss, demonstrate, and perform any of the activities below. Discuss critical elements of skills (cues). Perform locomotor movements in a variety of activities. Participate in cooperative games and activities. Locomotor Movements • Walk • Run/jog • Hop • Jump • Skip • Gallop • Leap • Slide Non-locomotor movements • Bend/stretch • Push/pull • Swing/sway • Twist-turn	

Balance Activities

- Animal walks
- Basic rolls
- Basic stands
- Balance beam
- Partner stunts
- Pogo Balls
- Balance Boards

Cooperation and Sportsmanship

- Partner activities
- Small group
- Teams
- Positive attitude

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Skill checklist
- Student participation
- Class discussion
- Self/partner/group assessment regarding sportsmanship & cooperation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 4: Rhythmic Activities	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E, 10.5.3A	
UNIT OBJECTIVES (SWBATS): - Students will be able to identify and engage in physical activities that promote physical fitness and health. - Students will be able to identify likes and dislikes related to participation in physical activity. - Students will be able to identify reasons why regular participation in physical activities improves motor skills. - Students will be able to recognize and use basic movement skills and concepts.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Basic Movements, rhythmic exercises, and musical activities: Students identify and apply basic movement patterns during various musical/rhythmic/dance activities. - Cardio drumming (intermediate and challenging songs) - Faster paced songs - Songs with different rhythms - Creative movements through music - Video instructed dances - Juggling scarves	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Modify exercises so all students can participate - Moving at a slower pace - Give options for exercises/locomotor skills - Different levels of challenge	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Marathon Kids OPEN Phys Ed Shape America American Heart Association The PE Specialist	

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 5: Ball Handling	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,C,E,F	
UNIT OBJECTIVES (SWBATS): - Students will be able to identify and engage in physical activities that promote physical fitness and health. - Students will be able to identify likes and dislikes related to participation in physical activity. - Students will be able to identify reasons why regular participation in physical activities improves motor skills. - Students will be able to recognize positive and negative interactions of small group activities. - Students will be able to recognize and use basic movement skills and concepts. - Students will be able to know the function of practice. - Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary. - Students will be able to recognize and describe game strategies using appropriate vocabulary.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Exploration - Ball exploration followed by discussion - Around, over, under - Moving the ball with different body parts - Different levels (low, medium, high) Tossing - Self-toss (hand under the ball, toss lightly above head, keep eyes on the object, catch with two hands) Throwing and catching a variety of objects - Underhand throw (tick, tock, step and toss) or (swing, step, toss) with opposite foot - Overhand throw (sideways to target, object by ear, point, step, and throw) - Catching (face partner, eyes on the object, ready hands, eyes follow the object to hands) Rolling - Get body low, hand position, step with opposite foot, swing, release/follow through Dribbling - Hand Dribble: Hand, fingers, push ball (don't slap), waist-high / moving and dribbling (keep eyes forward) - Foot Dribble: foot tap (inside of the foot)	

Kicking

- Stationary Ball
- Rolling ball
- Plant opposite foot, swing, follow through
- Kicking at a target
- Shoelace kick
- Partners
- Small groups

Trapping

- Keep on eyes on ball, lift foot, stop ball under your foot
- Side of foot trap
- Traps using other parts of the body

Striking

- With hand(s)
- With implement (paddle, bat, racquet, stick, noodle)
- Stationary objects
- Moving objects
- Off a tee
- Pitched ball

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Checklist of critical elements
- Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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Shape America

American Heart Association

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Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 6: Manipulative Skills	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,B,C,E,F	
UNIT OBJECTIVES (SWBATS): • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize and describe the concepts of motor skill development using appropriate vocabulary. • Students will be able to know the function of practice. • Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary. • Students will be able to recognize and describe game strategies using appropriate vocabulary.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Parachute Activities Jump ropes • individually (intermittent or continuous) • introduction to long jump ropes (2 turners, 1 jumper) Hula hoops Paddles • Individual • partner Scooter Exploration Juggling (i.e. scarves, streamers, beanbags, etc.) Frisbee • Introduce regular frisbees • Catch with foam frisbees	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Checklist of critical elements
- Student checklist

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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