KIRKWOOD
SCHOOL DISTRICT

PHYSICAL EDUCATION FIRST GRADE

Approved by KSD Board of Education: February 23, 2026

Course Description:
Physical Education emphasizes enjoyable participation in physical activity. Students will develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. One of our primary goals is to encourage children to develop positive attitudes about themselves and about physical activity so that they will choose to be physically active throughout their lives. Another primary goal is to help children develop the movement competence that enables them to participate in physical activity successfully.The curriculum has been created to provide age-appropriate activities that include: personal/social responsibility, movement concepts, personal fitness concepts, manipulative skills, rhythmic skills, and lifetime activities.

Grade Level: First Grade

Unit Scope and Sequence

Unit 1: Personal/Social Responsibility
Unit 2: Movement Concepts
Unit 3: Personal Fitness Concepts
Unit 4: Manipulative Skills
Unit 5: Rhythmic
Unit 6: Lifetime Activities

Course Enduring Understandings:

- Regular exercise habits and healthy behaviors are essential for a lifetime of wellness.
- Good sportsmanship and character are fundamental in group and individual activities.
- Self-awareness and safety are vital to effective personal and social behavior.
- Proper movement skills allow for a positive active lifestyle.

Course Essential Questions:

- How can I keep myself, others, and equipment safe in PE class?
- What movements are considered non-locomotor and locomotor?
- Why is participating in regular exercise good for your body?
- How can I use my hands and feet to throw, catch, kick and strike with implements?
- What is movement?
- Why is it important to move your body everyday and what are some activities that you can do your whole life?

PHYSICAL EDUCATION FIRST GRADE
Unit 1: Personal/Social Responsibility

Students will be introduced and taught how to exhibit healthy personal and social behaviors that respect self and others in a physical activity setting. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can keep hands and feet to myself. • I can differentiate between general and personal space. • I can travel safely in general space with different speeds, force and directions. • I can recognize and follow the established protocol for class activities.	• How can I be a good teammate? • What does “fair” mean in a game or activity? • How can I keep myself, others, and equipment safe in PE class? • How can I be inclusive in PE? • How am I responsible to myself and others when engaging in physical activities? • Why should I demonstrate good character and respect to all in sports competition? • What are some ways I could get hurt in PE? • How does being exposed to various physical activities produce an understanding and desire to create a physically active lifestyle?
Students must know:	***Students must be able to:***
Vocabulary • Safety • Respect • Responsibility • Attitude • Sportsmanship • Fairness • Honesty • Cooperation • Healthy	• Follow teacher directions for safe participation and proper use of equipment with minimal reminders. • Recognize and follow the established protocol for class activities. • Follow directions in group settings (i.e., safe behaviors, following rules, taking turns). • Share equipment and space with others. • Acknowledges responsibility for behavior when prompted.

PHYSICAL EDUCATION FIRST GRADE
Unit 1: Personal/Social Responsibility

Missouri Learning Standards

Priority Standard: Develops social skills through movement (SHAPE Standard 3)
Supporting Standards:

- 3.2.1 Recognizes the feelings of others during a variety of physical activities.
- 3.2.2 Demonstrates ability to encourage others.
- 3.2.3 Uses communication skills to share space and equipment.
- 3.2.4 Responds appropriately to directions and feedback from the teacher.
- 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 3.2.6 Describes why following rules is important for safety and fairness.
- 3.2.7 Makes safe choices with physical education equipment.
- 3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.
- 3.2.9 Makes fair choices as directed by the teacher.

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Unit 2: Movement Concepts

Students will gain the ability to demonstrate a variety of locomotor and nonlocomotor skills. Additionally, the student can use their knowledge of movement concepts, tactics, and strategies across a variety of activities and game settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. • I can perform nonlocomotor skills (bending, twisting, pushing, pulling, stretching, swaying) while maintaining balance. • I can maintain momentary stillness on different bases of support.	• Why is it important to find and maintain personal space? • Why is it important to be able to properly move the body? • What movements are considered non-locomotor and locomotor? • How is safety demonstrated in tumbling?
Students must know:	***Students must be able to:***
Vocabulary • Personal space • General space • Levels - high, medium, low • Bending • Dodging • Pulling/Pushing • Walking • Running • Hopping • Jumping • Sliding • Galloping • Leaping • Skipping • Chasing • Fleeing • Balance • Dip • Stunt • Roll • Tuck • Pike • Posture • Scale • Straddle	• Participate in practice of balance, rolling, curling, and stretching. • Perform locomotor and nonlocomotor skills, while maintaining balance. • Navigate a multitude of pathways (up, down, over, around, etc.).

PHYSICAL EDUCATION FIRST GRADE
Unit 2: Movement Concepts

Missouri Learning Standards

Priority Standard: Develops a variety of motor skills (SHAPE Standard 1)
Supporting Standards:

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.2 Demonstrates jumping and landing in a non-dynamic environment.
- 1.2.3 Demonstrates transferring weight on multiple body parts.
- 1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

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Unit 3: Personal Fitness Concepts

Students will recognize the importance of and participate in various physical activities in order to maintain good health. Students will begin to learn about the components of physical fitness (e.g. muscular endurance, flexibility, and cardiovascular endurance).

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can explain ways to be active every day and how that will affect my body (sweat, heart rate, increased breathing). • I can explain the importance of exercise.	• Why is participating in regular exercise good for your body? • What activities can you do to make your muscles stronger? • How does pacing yourself help build cardiovascular endurance? • Why is it important to properly prepare your body for exercise? • What do I need in order to exercise?
Students must know:	***Students must be able to:***
Vocabulary • Fitness • Pace • Jogging • Stretch • Warm-Up • Cool Down • Muscular Strength and Endurance • Flexibility • Cardiovascular Endurance • Heart • Sweat • Breathing • Effort	• Able to identify the sedentary vs active play activities outside of school. • Identify at least one activity that keeps their bodies fit and promotes wellness. • Exhibit an improved level of age-appropriate muscular strength and endurance. • Exhibit an improved level of age-appropriate cardiovascular endurance. • Demonstrate an improved level of age-appropriate flexibility.

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Unit 3: Personal Fitness Concepts

Missouri Learning Standards

Priority Standard: Applies knowledge related to movement and fitness concepts (SHAPE Standard 2)

Supporting Standards:

- 2.2.1 Recognizes personal space and where to move in general space.
- 2.2.2 Identifies simple strategies in chasing and fleeing activities.
- 2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.
- 2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
- 2.2.6 Identifies physical activities that contribute to fitness.
- 2.2.7 Recognizes the importance of stretching before and after physical activity.
- 2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.
- 2.2.9 Recognizes that regular physical activity is good for their health.
- 2.2.10 Recognizes physiological changes in their body during physical activities.
- 2.2.11 Recognizes food and hydration choices that provide energy for physical activity.

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Unit 4: Manipulative Skills

Students will gain knowledge of and begin to demonstrate fundamental skills needed to participate in various sports and lifetime fitness activities. Students will develop ball handling skills such as throwing, catching, and dribbling. They will also develop a foundation of foot skills through kicking and dribbling activities. Students will participate in games that introduce and develop the skill of giving force to an object using long and short implements. Students will apply these skills in game settings by using a combination of learned locomotor and manipulative skills.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can use my hands to throw and catch a ball. • I can use my feet to kick a stationary ball. • I can kick a stationary ball with a running approach. • I can tap a ball with the sides of my feet to move it forward. • I can volley a light object upwards. • I can strike a light object with an implement. • I can dribble a ball with one hand and attempt a second contact	• How can the proper technique help me throw a ball? • How can the proper technique make a two-handed catch? • What is the proper technique for making a two-handed catch? • What part of the hand do we dribble with? • What part of your foot is used for various types of kicks? • How is balance utilized in kicking skills? • How can I manipulate an object with my hands? • How do I strike an object while keeping a safe environment? • What does striking look like in different activities?
Students must know:	***Students must be able to:***
Vocabulary • Overhand throw • Underhand throw • Fingerpads • Trap • Follow Through • Stepping with Opposition • Force • Kick • Dribble • Pass • Roll • Catch • Striking • Receive • Volley	• Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. • Kick a stationary ball, using a running approach prior to the kick. • Kick a ball using the inside of the foot, sending it forward. • Demonstrate an emerging underhand throw with opposite foot forward. • Demonstrate an emerging overhand throw with cues from the teacher. • Drop a ball and catch it before it bounces twice. • Catch a large ball thrown accurately. • Dribble a ball with one hand, attempting the second contact. • Volley a light-weighted object (balloon), sending it forward. • Strike a lightweight object with a paddle/short-handled racket.

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Unit 4: Manipulative Skills

Missouri Learning Standards

Priority Standard: Develops a variety of motor skills (SHAPE Standard 1)
Supporting Standards:

- 1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
- 1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
- 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.
- 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
- 1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
- 1.2.11 Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.
- 1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.
- 1.2.13 Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks.
- 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.2.16 Demonstrates jumping rope in a non-dynamic environment.

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Unit 5: Rhythmic

Rhythmic activities are skills involving motion with a regular and predictable pattern. Students will participate in a variety of skill themes and movement concepts associated with games, parachute, dance, and ropes.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. • I can perform teacher selected and developmentally appropriate dance steps and movement patterns. • I can engage in individual and group rhythmic activities to promote health and inclusion.	• What is movement? • What are some examples of activities in which rhythm is necessary? • How are social skills enhanced through rhythm?
Students must know:	***Students must be able to:***
Vocabulary • Beat • Count • Tempo • Dance • Pattern • Rhythm • Movement • Coordination • Ropes • Routine • Speed	• Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance • Perform locomotor skills in response to teacher-led creative dance • Change speed, direction, force, flow general space with different speeds, force, and directions • Jump a long rope with teacher-assisted turning • Execute a single jump with self-turned rope

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Unit 5: Rhythmic

Missouri Learning Standards
Priority Standard: Develops a variety of motor skills (SHAPE Standard 1). Supporting Standards: ● 1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. ● 1.2.16 Demonstrates jumping rope in a non-dynamic environment.
Priority Standard: Applies knowledge related to movement and fitness concepts (SHAPE Standard 2). Supporting Standards: ● 2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
Priority Standard: Develop social skills through movement (SHAPE Standard 3). Supporting Standards: ● 3.2.10 Identifies and participates in physical activities representing different cultures.

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Unit 6: Lifetime Activities

Lifetime Activities focuses on introducing students to sports and recreational activities that can be enjoyed throughout their lives to promote lifelong fitness, social engagement, and overall wellness. Students will develop the personal responsibility, and physical, social, and emotional skills needed to engage in a lifetime of physical fitness.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can identify activities that I can enjoy for a lifetime. • I understand how lifetime activities can create and improve social relationships. • I can describe how lifetime activities can enhance my health.	• Why is it important to move our bodies every day? • What are fun ways we can stay active with our friends and family? • What can I do to stay active for the rest of my life? • What are some activities that you can do your whole life?
Students must know:	***Students must be able to:***
Vocabulary • Rolling • Underhand • Swing • Putting • Forehand swing • Grip	• Learn and engage in a variety of lifetime physical activities. • Perform a variety of movement skills so they can fully engage in different lifetime activities.

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Unit 6: Lifetime Activities

Missouri Learning Standards

Priority Standard: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity (SHAPE Standard 4).

Supporting Standards:

- 4.2.1 Identifies physical activities that can meet the need for self-expression.
- 4.2.2 Identifies physical activities that can meet the need for social interaction.
- 4.2.3 Lists ways that movement positively affects personal health.
- 4.2.4 Identifies preferred physical activities based on personal interests.
- 4.2.5 Recognizes individual challenges through movement.
- 4.2.6 Sets observable short-term goals.
- 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.
- 4.2.8 Recognizes the opportunity for physical activity within physical education class.
- 4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
- 4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.