

Grade 1: Fall PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to Exhibit responsible personal and social behavior in order respect self and others in physically active settings. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - What makes a good team? - Would I want to be friends with me? Why?
	Acquisition	
	Students will know... - the basic rules and strategies for participation in a variety of loco-motor activities. - that learning loco-motor skills will help them with more advanced levels of physical activities. - that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. - that physical activities can be challenging, but with a positive attitude and determination they will find success. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>Vocabulary:</u> force, stationary, self-toss, exercising, responsibility	Students will be skilled at... - hopping, galloping, jogging and sliding using a mature pattern. - traveling while demonstrating a variety of relationships with objects (e.g., over, under, around, through). - differentiating between fast and slow speeds. - differentiating between strong and light force. - tapping or dribbling a ball using the inside of the foot while walking in general space. - approaching a stationary ball and kicking it forward, demonstrating 2 of the 5 critical elements of a mature pattern. - throwing underhand, demonstrating 2 of the 5 critical elements of a mature pattern. - catching a soft object from a self-toss before it bounces. - discussing the benefits of being active and exercising and/or playing. - actively engaging in physical education class. - identifying the heart as a muscle that grows

		<i>stronger with exercise, play and physical activity.</i> • <i>accepting personal responsibility by using equipment and space appropriately.</i> • <i>following the rules & parameters of the learning environment.</i> • <i>responding appropriately to general feedback from the teacher.</i> • <i>working independently with others in a variety of class environments (e.g., small and large groups).</i> • <i>exhibiting the established protocols for class activities.</i> • <i>following teacher directions for safe participation and proper use of equipment without teacher reminders.</i> • <i>identifying physical activity as a component of good health.</i> • <i>recognizing that challenge in physical activities can lead to success.</i> • <i>describing positive feelings that result from participating in physical activities.</i> • <i>discussing personal reasons (i.e., the “why”) for enjoying physical activities.</i>
Content Area Literacy Standards		21st Century Skills
• not applicable		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	