

Course Name:	Physical Education - 1st Grade	NASPE Standards:	
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction.	<ul style="list-style-type: none"> •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1, 2, and 4	The students will be able to demonstrate the difference between a toss and a throw . The students will be able to difference sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Importance of Exercise	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can identify the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
Lesson Frame: Food Provides Energy for Activity	I can identify healthy and unhealthy foods. (S3.E6.1)
Lesson Frame: Identifying Enjoyable Physical Activities	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Performance Tasks: Healthy/Unhealthy Matching Assessment	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks

<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning</p>
<p>Lesson Frame: Jump Rope Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Introduction to Short and Long Rope Jumping</p>	<p>I can jump forward or backward consecutively using a self-turned rope. (S1.E27.1a) I can jump a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>
<p>Lesson Frame: Hula Hoop Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Noodle Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>
<p>Topic 3: Scooters</p>	<p>Length: 2 (Seperate) Weeks</p>
<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Safety and Scooter Rules</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Scooter Play</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>

Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Lesson Frame: Parachute Play	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw . The students will be able to catch different sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss underhand with a mature form. (S1.E13.1)
Lesson Frame: Catching	I can catch a soft object from a self-toss before it bounces. (S1.E16.1a) I can catch various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
Lesson Frame: Throwing	I can work independently with others in a variety of class environments. (S4.E4.1)
Performance Tasks: Tossing, Throwing and Catching Skill Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley can object with an open palm, sending it upward. (S1.E22.1) I can differentiate between strong and light force. (S2.E3.1b)

Lesson Frame: Striking with Short-Handled Implements	I can strike a ball with a short-handled implement, sending it upward. (S1.E24.1) I can differentiate between strong and light force. (S2.E3.1b)
Lesson Frame: Striking with Long-Handled Implements	I can differentiate between strong and light force. (S2.E3.1b)
Performance Tasks: Striking Skill Observation During Stations	Notes:
Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Kicking to Score	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Trapping and Dribbling	I can tap or dribble a ball using the inside of the foot while walking in general space. (S1.E18.1)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Lesson Frame: Dribbling Games	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: How do we move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skip Jump Hop Balance on One Foot Roll Sideways
Topic 1: Body and Space Awareness	
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Personal Space General Space Pathways Levels - High, Middle, Low
Lesson Frame: Moving in the Gym Safely	I can tell the difference between fast and slow speeds. (S2.E3.1a)
Lesson Frame: Body Part Identification	I can travel, demonstrating a variety of relationships with objects. (S2.E2.1b)
Lesson Frame: Directions and Levels	I can travel, demonstrating low, middle, and high levels. (S2.E2.1a)
Performance Tasks: Far Away Assessment	Notes:
Topic 2: Locomotor Movements	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skip Jump Hop Gallop Leap Slide
Lesson Frame: Introduction to Locomotor Movements	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)
Lesson Frame: Skipping and Galloping/Intro to Sliding	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)

Lesson Frame: Jumping vs. Hopping/Intro to Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.1) I can jump and land, up and down. (S1.E4.1)
Performance Tasks: Locomotor Movements Skill Assessment	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing on Body Parts	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing on Apparatus	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing Objects on Body Parts	I can recognize that challenge in physical activity can lead to success. (S5.E2.1)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction To Chasing and Fleeing	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Chasing and Fleeing Games	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Introduction to Dodging	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can transfer weight from one body-part to another in gymnastics. (S1.E8.1)
Lesson Frame: Basic Rolls	I can roll with either a narrow or curled body shape. (S1.E9.1)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can demonstrate twisting, curling, bending, and stretching actions (S1.E10.1)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in self-space and general space in response to designated beats or rhythms. (S2.E1.1)
Lesson Frame: Traditional Dances	I can transfer weight from one body part to another in self-space in dance. (S1.E8.1)
Lesson Frame: Teacher Developed Dances	I can combine locomotor and non-locomotor skills in a teacher-designed dance. S1.E5.1)
Performance Tasks: Old Brass Wagon Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can exhibit the established protocols for class activities. (S4.E5.1)
Lesson Frame: Acquaintance Activities	I can describe positive feelings that result from participating in physical activities. (S5.E3.1a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class. (S3.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:

Lesson Frame: TBD Depending on Holiday	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

September	October	November	December	January	February	March	April	May	June
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