

# First Grade Physical Education Curriculum

Unit: Movement Skills and Concepts		Time: September- June	Standards:	
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How can I move my body in different ways?</li><li>• How can I move safely?</li><li>• How can I get better at new skills?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can combine different movements.</li><li>• I can transfer my body weight when staying in one place by doing things like stretching and, but also when moving from place-to-place like when running, skipping and doing animal walks .</li><li>• I can move in personal and general space and in different directions and pathways.</li><li>• I can use equipment when I am moving (throw, catch, dribble).</li><li>• I can fix my movement by implementing suggestions from others.</li></ul>	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>		
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ Students will use personal and general space and respond to changes in tempo while doing a variety of dances and rhythmic activities.</li><li>➤ Students will perform all of the skills listed below in a variety of activities including mirroring activities, relays, tag games, dances and stations. For example, while students are doing the Chicken Dance, the teacher can observe students using a variety of teacher-directed locomotor skills throughout the activity. As students are playing, the teacher will provide feedback to help students correct movement errors.</li></ul> <p><u>Skills:</u> walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake,move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon, dribble with hands, feet and a long-handled implement</p>			<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Performance tasks</li><li>✓ Self-check</li></ul> <b>Materials</b> <ul style="list-style-type: none"><li>• Parachute</li><li>• Yarn Balls</li><li>• Cones</li><li>• Poly-spots</li><li>• Scooters</li><li>• Lines</li><li>• Beanbags</li><li>• Jump Ropes</li><li>• Music</li><li>• Balls</li><li>• Balloons</li></ul>	

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SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> <li>Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops</li> <li>Move either fast or slow to a new square within a large marked off area. Give a second signal that tells them they should be on a square</li> <li>Tag games</li> <li>Stations</li> <li>Dances such as Chicken Dance, Hokey Pokey, 7 Jumps, Monkey in the Middle</li> <li>Follow the leader</li> <li>Mirroring activities</li> <li>Relays</li> <li>Find a partner and make the same shape at the signal</li> <li>Travel and then freeze in a specified shape at your signal</li> <li>Practice throwing, volleying, bouncing and catching a ball or balloon</li> <li>Practicing dribbling soccer ball</li> <li>Practice dribbling using a pillo polo stick</li> <li>Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number</li> <li>Move over, through, and around a hoop</li> <li>Use hoops or poly spots to help students define self-space</li> <li>Follow the Leader – Partners take turns being the leader. Walk in different ways and directions</li> <li>Animal walks: penguin, crab, gorilla, frog, elephant...</li> </ul>	REINFORCEMENT
	<ul style="list-style-type: none"> <li>Peer to Peer practice</li> <li>Modify equipment: increase size of ball, decrease weight of ball</li> <li>Decrease distance to target</li> <li>Increase size of target</li> </ul>
	ENRICHMENT
	<ul style="list-style-type: none"> <li>Demonstrate the skill to peers</li> <li>Modify equipment: decrease size of ball, increase weight of ball</li> <li>Increase distance to target</li> <li>Decrease size of target</li> </ul>
<b>Suggested Websites</b> <ul style="list-style-type: none"> <li><a href="https://openphysed.org/">https://openphysed.org/</a></li> <li><a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></li> <li><a href="http://www.pecentral.com">www.pecentral.com</a></li> <li><a href="http://www.pelink4u.com">www.pelink4u.com</a></li> <li><a href="http://www.pedigest.com">www.pedigest.com</a></li> </ul>	
<b>Cross-Curricular Connections</b> <b>21<sup>st</sup> Century Skills:</b> 9.1.4.G.1 (understanding the value of respecting equipment due to cost) <b>CR/LS/KS-</b> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan <b>SEL:</b> Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others <b>Math:</b> 1.CC.A Know number names and the count sequence.	

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Unit: Large Group Games		Time: September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do we make sure everyone is safe when playing sports and games?</li> <li>What does kindness look like and sound like when doing physical activities?</li> <li>How can I help my group or team do well when I am playing sports or games?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>I will follow the rules so the game is fair and everyone stays safe.</li> <li>I will show kindness by using encouraging words, high fives, elbow bumps, by helping others and following the rules of the game.</li> <li>I will help my team be successful by following the rules, by being kind and by playing to the best of my ability.</li> </ul>	<p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ Students will use teamwork, cooperation, and appropriate behaviors, safety rules and sportsmanship in games like relays, parachute games, Builders and Bulldozers, and jump rope activities.</li> <li>➤ Class can create a “looks like/sounds like” chart for showing kindness during physical activity.</li> <li>➤ Students will complete an exit slip regarding what they did to show kindness during physical activity. They can circle kind words, high five, fist bump, follow rules.</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Performance tasks</li> <li>✓ Self-check</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Cones</li> <li>Poly-spots</li> <li>Balls</li> <li>Balloons</li> <li>Lines</li> <li>Beanbags</li> <li>Yarn Balls</li> <li>Jump Ropes</li> <li>Scooters</li> <li>Parachute</li> <li>Music</li> </ul>
SUGGESTED ACTIVITIES			
<ul style="list-style-type: none"> <li>Relays</li> <li>Parachute Games</li> <li>Builders and Bulldozers (Planter/Harvesters)</li> <li>Jump rope activities (long ropes)</li> <li>Ghostbusters Soccer Game</li> <li>Sharks and Minnows (Touching Lines)</li> <li>Veggie Monster</li> </ul>		<b>REINFORCEMENT</b> <ul style="list-style-type: none"> <li>Peer to Peer practice</li> <li>Modify equipment</li> <li>Decrease distance to target</li> <li>Increase size of target</li> <li>Increase number of attempts allowed</li> <li>Increase amount of time allowed</li> </ul>	

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	<div>ENRICHMENT</div> <ul style="list-style-type: none"><li>● Peer teach/coach, demonstrate to class</li><li>● Increase distance to target</li><li>● Decrease size of target</li><li>● Modify activity (only use one hand/foot, use non-dominant hand/foot)</li></ul>
<div>Suggested Web</div> <ul style="list-style-type: none"><li>● <a href="https://openphysed.org/">https://openphysed.org/</a></li><li>● <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></li><li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li><li>● <a href="http://www.pelink4u.com">www.pelink4u.com</a></li><li>● <a href="http://www.pedigest.com">www.pedigest.com</a></li></ul>	
<div>Cross-Curricular Connections</div> <p><b>21<sup>st</sup> Century Skills:</b> 9.1.4.G.1 (understanding the value of respecting equipment due to cost)</p> <p><b>CR/LS/KS-</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p><b>SEL:</b> Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others</p> <p><b>Math:</b> 1.CC.A Know number names and the count sequence.</p>	

# First Grade Physical Education Curriculum

Unit: Fitness and Physical Activity		Time: September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>● What is regular physical activity?</li><li>● Why is regular physical activity important?</li><li>● What does it mean to be physically fit?</li><li>● What are some different ways I can be active?</li><li>● How does physical activity make me feel?</li><li>● How can I be active when I am not at school?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>● I can explain that regular physical activity means I am moving my body everyday or almost every day.</li><li>● I can explain that being active helps me have a healthier heart, strong muscles and strong bones.</li><li>● I can explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).</li><li>● I can do activities that make my heart beat fast, activities use my muscles over and over again.</li><li>● I can do activities that help me stretch and move my body in different ways.</li><li>● I can list some ways I can be active outside of school.</li></ul>	<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ Students will demonstrate at least one physical activity that will develop each component of fitness. Cardio activities could include any locomotor skill (running, jumping, hopping), jumping rope, etc. Muscle strength/endurance activities could include push-ups, curl-ups, planks, etc. Flexibility activities could include any stretch or yoga pose.</li><li>➤ When given a list of activities, students will correctly identify whether an activity is a sedentary activity or an active one. For example, students will be directed to jump up and down when an active activity is called out or to sit when a sedentary is called out.</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Performance tasks</li><li>✓ Self-check</li></ul> <b>Materials</b> <ul style="list-style-type: none"><li>● Parachute</li><li>● Playing cards</li><li>● Fitness Dice</li><li>● Dice</li></ul>	

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- When asked, students will verbally tell the teacher at least one benefit of physical activity (e.g., healthy heart, strong bones, strong muscles, more energy, better sleep).
- Students will demonstrate a variety of movements that use balance and flexibility.
- On an exit slip, students will indicate how much they enjoy physical activity by circling an emoji.
- In a class discussion, students will list ways/places they can be active outside of school (park, skating rink, backyard, organized sports, trampoline park, hiking, fishing, dance, gymnastics, etc.)

- Yarn Balls
- Cones
- Poly-spots
- Beanbags
- Jump Ropes
- Scooters
- Music
- Balls
- Balloons

## SUGGESTED ACTIVITIES

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks
- Fitness super heroes
- Fitness dice
- Tag games with fitness activity to perform when tagged
- Slow, medium, fast laps
- Physical activity benefits relay
- Activity calendars with different days focusing on different components of fitness

### REINFORCEMENT

- Peer to Peer practice
- Decrease number of repetitions
- Modify activities (e.g., wall push-ups, knee push-ups, partial curl-ups)
- Place jump rope on floor

### ENRICHMENT

- Peer teach/coach, demonstrate to class
- Increase number of repetitions
- Modify activities to make more challenging (e.g., ball push-ups, clap push-ups, curl-ups with feet up)
- Increase size or weight of jump rope

### Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- [www.pecentral.com](http://www.pecentral.com)
- [www.pelink4u.com](http://www.pelink4u.com)
- [www.pedigest.com](http://www.pedigest.com)

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** 9.1.4.G.1 (understanding the value of respecting equipment due to cost)

**CR/LS/KS-**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

**SEL:** Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

**Math:** 1.NBT.A.1 Read and write numerals and represent a number of objects with a written numeral.

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