Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

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<table>
<thead>
<tr>
<th>Physical Education Concepts</th>
<th>Vocabulary students should use</th>
<th>Lesson Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O 1.2.1 Move in personal space and general space while participating in activity or dance</td>
<td>personal space</td>
<td>General space and personal space</td>
</tr>
<tr>
<td>O 1.2.2 Travel demonstrating low and high level relationships with objects (e.g., over, under, around and through)</td>
<td>general space</td>
<td>Fast, medium and slow speeds</td>
</tr>
<tr>
<td>O 1.2.3 Differentiate between fast and slow speeds in open space</td>
<td>speed</td>
<td>High, medium and low levels</td>
</tr>
<tr>
<td>O 1.4.1 Accept personal responsibility by using equipment and space appropriately</td>
<td>open space</td>
<td>Equipment usage</td>
</tr>
<tr>
<td>O 1.4.2 Follow rules and parameters of the learning environment</td>
<td>responsibility</td>
<td>Following rules and procedures</td>
</tr>
<tr>
<td>O 1.4.3 Accept personal feedback from teacher</td>
<td></td>
<td>Giving and accepting feedback</td>
</tr>
<tr>
<td>O 1.4.4 Work independently and with others in a variety of class environments</td>
<td></td>
<td>Safe participation in physical education</td>
</tr>
<tr>
<td>O 1.4.5 Follow procedures for class activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O 1.4.6 Follow directions for safe participation and proper use of equipment without teacher reminders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Physical Education Language Objectives**

- Show how to move in general space while keeping personal space and not touching others.
- List and tell classroom procedures to a partner.
- Describe how to use a piece of equipment safely.

**Assessment Options:**
General Options: Teacher observation, class/group discussions
### Unit of Study 2

**First Grade**  
**Quarter 2**  
**Physical Education 01/17/17**

#### Concepts:

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<td><strong>I can:</strong></td>
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<td></td>
</tr>
<tr>
<td>1.1.1 Hop, gallop, jog and slide, using a mature pattern</td>
<td>hopping, skipping, jumping, sliding, twisting, curling, bending, stretching, rolling</td>
<td>Using locomotor skills</td>
</tr>
<tr>
<td>1.1.3 Combine locomotor and non-locomotor skills in a teacher-designed dance</td>
<td></td>
<td>Combining skills</td>
</tr>
<tr>
<td>1.1.4 Demonstrate twisting, curling, bending, and stretching actions</td>
<td></td>
<td>Transferring weight</td>
</tr>
<tr>
<td>1.1.6 Transfer weight from one body part to another, using self-space in a movement environment</td>
<td></td>
<td>Identifying physical activities</td>
</tr>
<tr>
<td>1.1.7 Roll with either a narrow or curled body shape</td>
<td></td>
<td>Describe positive feelings or reasons for enjoying physical activity</td>
</tr>
<tr>
<td>1.5.1 Identify physical activity as a component of good health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.2 Recognize that challenges in physical activity can lead to success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.3 Describe positive feelings and personal reasons for enjoying physical activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.4 Discuss the enjoyment of participating in activities with others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Physical Education Language Objectives

- Show and demonstrate the locomotor skills of hopping, galloping, jogging and sliding.
- Describe positive feelings and personal reasons for enjoying physical activity.
- Tell a partner what movements you could do in a dance.

### Assessment Options:

General Options: Teacher observation, class/group discussions
### Physical Education Concepts

<table>
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<tbody>
<tr>
<td>▶ 1.1.8 Catch a soft object from a self-toss before it bounces</td>
</tr>
<tr>
<td>▶ 1.1.9 Catch various sized balls when self-tossed or tossed by a skilled thrower</td>
</tr>
<tr>
<td>✔ 1.1.10 Toss underhand, demonstrating two of the five critical elements of a well-developed pattern</td>
</tr>
<tr>
<td>• 1.3.1 Discuss the benefits of being active and exercising</td>
</tr>
<tr>
<td>• 1.3.2 Actively engage in physical activity during class</td>
</tr>
<tr>
<td>• 1.3.3 Identify the heart as a muscle that grows stronger with exercise, play, and physical activity</td>
</tr>
<tr>
<td>• 1.3.4 Differentiate between healthy and unhealthy foods</td>
</tr>
<tr>
<td>• 1.3.5 Describe how proper hydration is important when participating in physical activity</td>
</tr>
</tbody>
</table>

### Vocabulary students should use

- catching
- bouncing
- self-toss
- throwing
- underhand toss
- physical activity
- heart
- muscle
- exercise
- healthy
- unhealthy
- hydration

### Lesson Ideas

- Catching a ball or object
- Underhand tossing an object
- Compare healthy and unhealthy foods
- Why it is important to hydrate during activity
- Discuss the benefits of being active and exercise
# Physical Education Concepts

**I can:**

- 1.1.2 Demonstrate two of the five elements for jumping and landing in a horizontal and vertical plane, using two-foot takeoff and landing
- 1.1.5 Maintain stillness on different bases of support with a variety of body shapes
- 1.1.11 Dribble continuously in personal space using preferred hand
- 1.1.12 Tap a ball using the inside of the foot while walking in general space
- 1.1.13 Approach a stationary ball and kick it forward, demonstrating two of the five critical elements of a well-developed pattern
- 1.1.14 Volley an object with an open palm, sending it upward
- 1.1.15 Strike a ball with a short-handled implement, sending it upward
- 1.1.16 Jump forward or backward consecutively, using a self-turned rope
- 1.1.17 Jump a long rope up to five times consecutively with teacher assisted turning

### Physical Education Language Objectives

- Show how to dribble a soccer ball with the inside of your foot in general space.
- Describe to a partner how to jump rope.
- Tell a partner the different cues of how to dribble a ball with your hand.

### Vocabulary students should use

- jumping
- landing
- body shape
- dribble
- personal space
- preferred hand
- tapping
- kicking
- volleying
- striking
- implement
- jumping
- jumping rope

### Lesson Ideas

- Learning how to jump and land with two feet
- Balancing on different body parts
- Dribbling a ball with hands or feet in general space
- Learning to kick a stationary ball or rolling ball
- Learning to strike an object with a paddle
- Learning to volleying and object upward
- Learning to jump a short or long handle rope

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**Concepts:**

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