

Unit of Study 1	First Grade	Quarter 1	Physical Education 01/17/17
Concepts:		Skills:	
<p>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.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		body movement and travel, movement speeds	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○➤ 1.2.1 Move in personal space and general space while participating in activity or dance <ul style="list-style-type: none"> • 1.2.2 Travel demonstrating low and high level relationships with objects (e.g., over, under, around and through) • 1.2.3 Differentiate between fast and slow speeds in open space ○➤ 1.4.1 Accept personal responsibility by using equipment and space appropriately <ul style="list-style-type: none"> • 1.4.2 Follow rules and parameters of the learning environment • 1.4.3 Accept personal feedback from teacher • 1.4.4 Work independently and with others in a variety of class environments ○➤ 1.4.5 Follow procedures for class activities <ul style="list-style-type: none"> • 1.4.6 Follow directions for safe participation and proper use of equipment without teacher reminders 		<ul style="list-style-type: none"> • personal space • general space • speed • open space • responsibility 	<ul style="list-style-type: none"> • General space and personal space • Fast, medium and slow speeds • High, medium and low levels • Equipment usage • Following rules and procedures • Giving and accepting feedback • Safe participation in physical education
Physical Education Language Objectives			
<ul style="list-style-type: none"> • 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. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	First Grade	Quarter 2	Physical Education 01/17/17
Concepts:		Skills:	
<p>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.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		hopping, skipping, jumping, sliding, twisting, curling, bending, stretching, rolling	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○ 1.1.1 Hop, gallop, jog and slide, using a mature pattern <ul style="list-style-type: none"> • 1.1.3 Combine locomotor and non-locomotor skills in a teacher-designed dance ○ 1.1.4 Demonstrate twisting, curling, bending, and stretching actions ○ 1.1.6 Transfer weight from one body part to another, using self-space in a movement environment <ul style="list-style-type: none"> • 1.1.7 Roll with either a narrow or curled body shape • 1.5.1 Identify physical activity as a component of good health • 1.5.2 Recognize that challenges in physical activity can lead to success • 1.5.3 Describe positive feelings and personal reasons for enjoying physical activity • 1.5.4 Discuss the enjoyment of participating in activities with others 		<ul style="list-style-type: none"> • hopping • skipping • jumping • sliding • locomotor • non-locomotor • twisting • curling • bending • stretching • rolling • narrow • curled • physical activity • participation 	<ul style="list-style-type: none"> • Using locomotor skills • Combining skills • Transferring weight • Identifying physical activities • Describe positive feelings or reasons for enjoying physical activity
Physical Education Language Objectives			
<ul style="list-style-type: none"> • 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. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	First Grade	Quarter 3	Physical Education 01/17/17
Concepts:		Skills:	
<p>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.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		catching, self-tossing, throwing, underhand tossing	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ➤ 1.1.8 Catch a soft object from a self-toss before it bounces ➤ 1.1.9 Catch various sized balls when self-tossed or tossed by a skilled thrower ➤ 1.1.10 Toss underhand, demonstrating two of the five critical elements of a well-developed pattern <ul style="list-style-type: none"> • 1.3.1 Discuss the benefits of being active and exercising • 1.3.2 Actively engage in physical activity during class • 1.3.3 Identify the heart as a muscle that grows stronger with exercise, play, and physical activity • 1.3.4 Differentiate between healthy and unhealthy foods • 1.3.5 Describe how proper hydration is important when participating in physical activity 		<ul style="list-style-type: none"> • catching • bouncing • self-toss • throwing • underhand toss • physical activity • heart • muscle • exercise • healthy • unhealthy • hydration 	<ul style="list-style-type: none"> • 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 Language Objectives			
<ul style="list-style-type: none"> • Tell your partner a healthy food and an unhealthy food. • Show how to catch a ball before it bounces. • Describe the cues you use in order when you underhand toss an object. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	First Grade	Quarter 4	Physical Education 01/17/17
<p>Concepts:</p> <p>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.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>jumping, landing, dribbling, tapping, kicking, volleying, striking, jumping roping</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • jumping • landing • body shape • dribble • personal space • preferred hand • tapping • kicking • volleying • striking • implement • jumping • jumping rope 	<ul style="list-style-type: none"> • 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
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • 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. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			