



Physical Education First Grade

Jason Cox, Walker Elementary School
Brian Lucido, Larimore Elementary School
Matt McClellan – Special Areas Curriculum Coordinator

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1st Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

The committee members aligned the curriculum with the Physical Education Grade Level Expectations published by DESE in May, 2007 and cross-referenced it with the National PE Standards. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the unit assessment(s). Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Physical Education 1

GRADE LEVEL: 1st Grade

CONTENT AREA: Physical Education

Course Description:

This course is designed to give students the opportunity to learn through a comprehensive planned physical education program. The emphasis is on cooperation, sportsmanship, strategy, and skill development. Students will develop skills through a variety of ways including rhythm activities, dance, movements, terminology, skill specific stations, technology and teaching games for understanding. An emphasis on social skills will help develop the entire child.

Course Rationale:

Physical education is an integral part of the total education process. The focus of the program is to prepare students to become physically active, develop skills, and acquire a lifelong appreciation of leading a healthy life. Recognizing the needs of each individual will facilitate the acquisition of cognitive information and skills to provide optimal physical, mental, emotional, and social well-being. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

Course Scope and Sequence

Unit 1: Movement Education/ Rhythm (12 class periods)	Unit 2: Wellness (18 class periods)	Unit 3: Basic Movement & Manipulative Skills/ Lifetime and Cooperative Activities (55 class periods)
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Unit Objectives:

Unit 1: Movement Education/Rhythm

1. Students will demonstrate the basic cues to music and a simple dance step in keeping up with a dance tempo.
2. Students will create movements to a variety of music.
3. Students will be able to jump forward consecutively in a rhythm.
4. Students will jump a long rope (teacher assisted turning) in a consistent rhythm.
5. Students will demonstrate appropriate social skills.

Unit 2: Wellness

1. Students will understand the benefits of being active and exercising/playing.
2. Students will understand the signs associated with physical activity.
3. Students will know why muscles and bones are important to movement

Unit 3: Basic Movement & Manipulative Skills/Lifetime and Cooperative Activities

1. Students will demonstrate all loco motor skills (walk, run, skip, gallop, slide, hop, jump, and leap).
2. Students will demonstrate non-loco motor skills (push, pull, bend, twist, stretch, turn) in a variety of activities.
3. Students will demonstrate manipulative skills with a partner and/or during game play/activities (rolling, throwing, kicking, tossing, dribbling, striking, and catching).
4. Students will demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, catching small bean bags) while standing still.
5. Students will demonstrate static and dynamic balance activities (e.g., stork stand, lame dog).
6. Students will demonstrate a variety of pathways, speeds, directions and levels using loco motor movements.
7. Students will identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops).
8. Students will demonstrate motor skills while participating in low organized games.
9. Students will demonstrate the difference between general space awareness and personal space awareness.
10. Students will demonstrate introductory stunts and tumbling skills.

Essential Terminology/Vocabulary:

Unit 1: Movement Education/Rhythm

- rhythm
- music
- tempo
- cues
- jumping
- jumping rope
- turning

Unit 2: Wellness

- heart
- muscles
- bones
- warm-up
- cool-down
- physically fit
- healthy
- walking
- jogging
- fast
- heart rate
- perspiration
- heavy breathing

Unit 3: Basic Movement & Manipulative Skills/Lifetime and Cooperative Activities

- walk
- jump
- run
- skip
- gallop
- hop
- roll
- throw
- kick
- catch
- toss
- dribble
- volley/set
- locomotor skills
- non-locomotor skills
- manipulative skills
- general space
- personal space
- juggling
- tumbling
- balance
- dynamic balance
- static balance
- over
- under
- through
- outside
- above
- below

Approved Course Materials and Resources:

Available resources