



VALWOOD

GO BEYOND

First Grade Physical Education Curriculum

1st Grade PE Overview

| Course Description | Topics at a Glance | | | | | | | | | | |
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| <p>In first grade, the primary goal is for students to begin to master basic locomotor & non-locomotor skills & concepts. Spatial awareness will continue to develop. Students are introduced to more physical changes that occur as a result of physical activity. In addition, there is an increased emphasis in following directions and interacting appropriately with classmates regardless of differences in a physical setting.</p> | <ul style="list-style-type: none"> Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements Demonstrate fundamental manipulative skills Establish a beginning movement vocabulary Identify the body's normal reactions to moderate and vigorous physical activity Work independently and with others to complete work Follow the rules of an activity Develop movement control for safe participation in games and sports | | | | | | | | | | |
| Assessments | | | | | | | | | | | |
| <ul style="list-style-type: none"> Observation Participation Performance Tasks Conferencing Growth over Time | | | | | | | | | | | |
| Grade Level Expectations | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%; padding: 5px;">Standard</th> <th style="padding: 5px;">Big Ideas for First Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Movement Competence and Understanding</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements 2. Demonstrate fundamental manipulative skills 3. Establish a beginning movement vocabulary </td> </tr> <tr> <td style="padding: 5px;">2. Physical and Personal Wellness</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. Identify the body's normal reactions to moderate and vigorous physical activity </td> </tr> <tr> <td style="padding: 5px;">3. Emotional and Social Wellness</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. Work independently and with others to complete work 2. Follow the rules of an activity </td> </tr> <tr> <td style="padding: 5px;">4. Prevention and Risk Management</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. Develop movement control for safe participation in games and sports </td> </tr> </tbody> </table> | Standard | Big Ideas for First Grade (Grade Level Expectations) | 1. Movement Competence and Understanding | <ol style="list-style-type: none"> 1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements 2. Demonstrate fundamental manipulative skills 3. Establish a beginning movement vocabulary | 2. Physical and Personal Wellness | <ol style="list-style-type: none"> 1. Identify the body's normal reactions to moderate and vigorous physical activity | 3. Emotional and Social Wellness | <ol style="list-style-type: none"> 1. Work independently and with others to complete work 2. Follow the rules of an activity | 4. Prevention and Risk Management | <ol style="list-style-type: none"> 1. Develop movement control for safe participation in games and sports | |
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1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

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| Content Area: Physical Education - First Grade | |
| Standard 1. Movement Competence and Understanding in Physical Education | |
| Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Move in different directions and at high, medium, and low levels in space b. Demonstrate locomotor movements in a variety of pathways and levels c. Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal d. Perform a simple dance step in keeping with a specific tempoTravel to a variety of rhythms changing time, force, and flow e. Manipulate objects such as jump ropes, scarves, hoops, and balls f. Balance at different levels on different body parts g. Demonstrate both static and dynamic balances h. Perform rhythmical movements using small musical aids i. Perform a singing dance in a group | Inquiry Questions: <ol style="list-style-type: none"> 1. If you were to invent a new locomotor movement, what would it look like, and what would you call it? 2. Why are dances like the "chicken dance," "bunny hop," and "electric slide" so popular at group gatherings such as wedding receptions? 3. Why would someone want to know how to do the same things in different ways? 4. What does it mean to have rhythm? How can one notice whether someone has it? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Individuals move skillfully under a variety of movement conditions. 2. Individuals participate in games that require movement such as playing basketball or tag. 3. Individuals participate in games that require the use of objects such as jump ropes and balls. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Movement to a beat or pattern activates the brain to facilitate learning. 3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. |

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| Content Area: Physical Education - First Grade | |
| Standard 1. Movement Competence and Understanding in Physical Education | |
| Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 2. Demonstrate fundamental manipulative skills | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Standing in place, dribble a ball five times with one's dominant hand b. Throw a ball while stepping forward in opposition c. Strike a stationary object d. Throw an object with an overhand and underhand motion e. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces f. Catch a thrown large object with both hands g. Kick a stationary object using a simple kicking pattern h. Use body parts and light implements to strike stationary and moving objects | Inquiry Questions: <ol style="list-style-type: none"> 1. How does one get better at throwing a ball? 2. What is the most effective way to throw a ball? 3. When is striking used in games and sports? 4. Is it easier to catch a bigger object or a smaller one? Why? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Individuals participate in activities that require patterned movements such as playing softball or basketball. 2. Individuals recognize manipulative skills in games and sports by watching sporting events on television. 3. Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports. 4. Individuals demonstrate the skillful use of a variety of manipulatives. 5. Individuals participate in activities that require the use of manipulatives. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Patterned, rhythmic movement activates the brain to facilitate learning. 3. Many popular games and sports require the skillful manipulation of an object or objects. 4. Repetition improves the performance of motor skills. |

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| Content Area: Physical Education - First Grade | |
| Standard 1. Movement Competence and Understanding in Physical Education | |
| Prepared Graduates: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 3. Establish a beginning movement vocabulary | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide b. Respond appropriately to a variety of cues c. Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist d. Discuss personal space, general space, and boundaries | Inquiry Questions: <ol style="list-style-type: none"> 1. How can there be a game with no boundaries? 2. What are some similarities in different types of locomotor movements? 3. What makes a jog different from a run? 4. Why is it important to have personal space? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Individuals perform movements safely on command. 2. Individuals recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home. 3. Individuals recognize when boundaries and personal space are needed in physical activities. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities. 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. |

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

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| Content Area: Physical Education - First Grade | |
| Standard 2. Physical and Personal Wellness in Physical Education | |
| Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Identify the body's normal reactions to moderate and vigorous physical activity | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> Identify basic exercises that help to strengthen various muscles of the body Identify physical activities that require strong muscles Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups Identify activities that rely on muscular endurance and muscular strength for someone to be successful | Inquiry Questions: <ol style="list-style-type: none"> Would you rather have strong arm and leg muscles, or a strong heart muscle? Why? How could you work on improving your muscular strength and endurance? Can one have muscular strength without muscular endurance? What about the other way around? Explain |
| | Relevance and Application: <ol style="list-style-type: none"> Individuals can prevent injury by maintaining adequate muscular strength and endurance. Individuals use a computer to find examples of safe exercises to improve muscular strength and endurance. Individuals create an exercise program that improves their health-related fitness. Individuals identify equipment in parks and playgrounds that helps to build muscles. |
| | Nature of Discipline: <ol style="list-style-type: none"> Regular physical activity contributes to emotional well-being. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. Muscular strength and endurance are separate and equally important components of fitness. The body reacts positively to physical exercise. |

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

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| Content Area: Physical Education - First Grade | |
| Standard 3. Emotional and Social Wellness in Physical Education | |
| Prepared Graduates: Exhibit responsible personal and social behavior that respects self and others in physical activity settings | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Work independently and with others to complete work | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> Identify and demonstrate acceptable responses to challenges, successes, and failures Invite others to use equipment before repeating a turn Identify and demonstrate the attributes of being an effective partner or group member in physical activity Help another student share space effectively | Inquiry Questions: <ol style="list-style-type: none"> What is the most important quality of a good partner, and why? What makes you a good partner? What is different about working with someone rather than working by yourself? What does "help" look like? Express "help" without using words. |
| | Relevance and Application: <ol style="list-style-type: none"> Individuals share limited resources in a way that allows everyone access. Individuals describe how to share technology with a partner. Individuals include everyone in an activity such as inviting friends to participate in a game on the weekend. Individuals can describe a tool that requires more than one person to operate such as a sailboat. |
| | Nature of Discipline: <ol style="list-style-type: none"> Physical education provides opportunities to practice and reinforce positive social behaviors. Physical education provides opportunities to demonstrate responsible social behavior. |

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| Content Area: Physical Education - First Grade | |
| Standard 3. Emotional and Social Wellness in Physical Education | |
| Prepared Graduates: Exhibit responsible personal and social behavior that respects self and others in physical activity settings | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 2. Follow the rules of an activity | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Perform a simple sequence of movements within given parameters and guidelines b. Develop rules for an activity, and participate in the activity while following the rules c. Follow the rules for simple games d. Accept responsibility for one's behavior in a game situation | Inquiry Questions: <ol style="list-style-type: none"> 1. Which rules for good behavior would you most want to see in your physical education class, and why? 2. Why is it important to follow the rules? 3. What would happen if there were no rules when playing a game? 4. What game has too many rules? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Individuals use technology to create a rules sheet for a game. 2. Individuals create games and physical activities that have rules. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Respect for and commitment to rules is an underlying foundation of game play. 2. Rules are important for enjoying game play. |

4. Prevention and Risk Management

Includes safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Develop movement control for safe participation in games and sports

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| Content Area: Physical Education - First Grade | |
| Standard 4. Prevention and Risk Management in Physical Education | |
| Prepared Graduates: Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury | |
| GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Develop movement control for safe participation in games and sports | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw b. Demonstrate the ability to follow verbal and nonverbal instruction | Inquiry Questions: <ol style="list-style-type: none"> 1. If nonviolence and respect for others is so important, why do we play dodgeball? 2. Why does a person need to know how to follow directions if the directions are not given verbally? 3. Why should you not throw balls at other people? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Individuals avoid injuring others when participating in physical activity. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Following safety rules can prevent injury in physical education. |