



Park Hill School District

Building Successful Futures • Each Student • Every Day

1st Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
10-12 weeks	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
18-22 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
12-16 weeks	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

Unit 1: Introductory Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Introductory Skills

Length of Unit: 10 - 12 weeks

Overview of Unit: During this unit students will be working cooperatively in a positive way while participating in low organized games. They will move safely in their general space while demonstrating body awareness.

Priority Standards for unit:

- PA3A1a Tell the difference between general space awareness and personal space awareness
- HM4A1a Recognize that decisions have consequences
- MP1F1a Demonstrate motor skills while participating in low organized games
- MP3E1a Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the difference between general space awareness and personal space awareness	Tell	Remember	1
that decisions have consequences	Recognize	Understand	1
motor skills while participating in low organized game	Demonstrate	Apply	2
appropriate social skills (e.g., responding to a partner in a positive manner)	Demonstrate	Apply	2

Essential Questions:

1. What is the difference between personal space and general space?
2. Why is it important to follow the rules of activities and games?
3. Why is body awareness important while playing a game involving movement?
4. Why is it important to use good social skills when cooperating with others?

Enduring Understanding/Big Ideas:

1. Personal space is a small area around each individual in which they feel comfortable, while general space is all usable space in an area that is not within someone’s personal space.
2. If I don’t follow rules to activities, there will consequences for the choices that I make.
3. It is important to be aware of your body movement so that there are no injuries during an activity or game.
4. Social skills are important while cooperating with others so that the game is fair and enjoyable for everyone.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
respect, accountability, sportsmanship, personal space	sportsmanship

Topic 1: Foundations of PE

Engaging Experience 1

Title: Locomotor movements

Suggested Length of Time: 5 - 7 weeks

Standards Addressed

Priority:

- PA3A1a Tell the difference between general space awareness and personal space awareness
- HM4A1a Recognize that decisions have consequences

Detailed Description/Instructions:

Bump Tag:

Bump Tag is a simple, yet incredibly fun, tag game or start-up/warm-up activity. Start with all players sitting in pairs somewhere in the playing area or gym floor. Have one pair split up into a chaser and a flee'er. The chaser will try to tag the flee'er. Whenever a flee'er is tagged by the chaser, they switch roles. The flee'er is always trying to run towards any pair who are sitting on the floor and sit beside them. Once sitting, the opposite (far player in the pair) gets "bumped" and must stand up to become the new flee'er who will try to run from the chaser. This "bumping" of players happens over and over again every time the flee'er sits beside any pair. Eventually implement 2 chasers and 2 flee'ers, or 3 of each to increase the challenge and activity level. This is just another game that's proven to get students running and having a great time! (see physedgames.com)

Bloom's Levels: Understand

Webb's DOK: Level 1

Topic 2: Fundamentals of Movement

Engaging Experience 1

Title: Low organized games

Suggested Length of Time: 5 - 7 weeks

Standards Addressed

Priority:

- MP1F1a Demonstrate motor skills while participating in low organized games
- MP3E1a Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)

Detailed Description/Instructions:

Class Relays:

Students are placed into 6 equal groups to perform relays. During the relays students will be asked to demonstrate various locomotor skills (gallop, hop, skip, slide, etc.) by moving across the general space in the gym and back to their team. Remind students that if they use teamwork and respond to teammates positively, then their team will be more successful.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Scenario

Taxi Driver - During this game, students have a colored hula hoop that represents their personal space that they are steering around inside the greater general space. They “drive” their hoops around the gym without “crashing” (touching each other) and while following the “rules of the road” (teacher directions). If a student breaks the rules of the road, then that student will need to visit the “police station” and complete a prescribed exercise to reenter the game. If students crash/get into an accident, then they will go to the “garage” to complete a prescribed exercise to reenter the game. These are consequences for making poor decisions.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Intermediate Skills

Length of Unit: 18 - 22 weeks

Overview of Unit: During this unit students will be able to demonstrate the ability to move safely in a variety of ways using spatial awareness. They will also understand how the body reacts to different levels of physical activity.

Priority Standards for unit:

- PA1B1a Identify a variety of physical activities that promote wellness (e.g., walking, jogging)
- MP1A1a Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)
- MP1B1a Demonstrate non-locomotor skills in a variety of activities
- MP1D1b Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)
- MP1E1b Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)
- MP3C1a Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)
- HM1D1a Recognize that physical activity increases heart and respiratory rate
- PA1C1a Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)

Supporting Standards for unit:

- PA3A1a Tell the difference between general space awareness and personal space awareness
- HM4A1a Recognize that decisions have consequences
- MP1F1a Demonstrate motor skills while participating in low organized games
- MP3E1a Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify	Understand	1
all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate	Apply	2
non-locomotor skills in a variety of activities	Demonstrate	Apply	2

introductory stunts and tumbling skills (e.g., log, forward, egg rolls)	Demonstrate	Apply	2
demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Identify	Understand	1
a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Demonstrate	Apply	2
rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Demonstrate	Apply	2
that physical activity increases heart and respiratory rate	Recognize	Understand	1

Essential Questions:

1. What are physical activities that promote wellness?
2. What are some different motor skills that you can demonstrate in general space?
3. What are some stunts and tumbling skills that students can perform?
4. Can students demonstrate a variety of relationships (over, under, through) using a variety of objects (wands, hula hoops)?
5. Can students demonstrate rhythm using various objects (lummi sticks, jump rope, parachute)?
6. What are some activities that increase heart rate and respiratory rate?

Enduring Understanding/Big Ideas:

1. Students will be able to identify physical activities that promote fitness and explain why it is important to be physically active.
2. Locomotor movements are a way to travel from one place to another (skip, gallop, leap, march, run). Non-locomotor movement is a way to move in a stationary position (bend, twist, turn).
3. Students will be able to demonstrate body control while performing stunts.
4. Students will be able to use a variety of objects while managing spatial awareness (such as over, under, around, and through).
5. Given a variety of activities, students will demonstrate the ability to move in a rhythmic pattern.
6. Students will identify activities that increase heart rate and respiratory rate in order to improve their fitness level.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
rhythmic	locomotor skills, non-locomotor skills, physical fitness, wellness, heart rate, respiration

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Gross Motor Movements

Suggested Length of Time: 14 - 16 weeks

Standards Addressed

Priority:

- PA1B1a Identify a variety of physical activities that promote wellness (e.g., walking, jogging)
- MP1A1a Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)
- MP1B1a Demonstrate non-locomotor skills in a variety of activities
- MP1D1b Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)
- MP1E1b Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)
- MP3C1a Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)

Detailed Description/Instructions: One way to accomplish this is by doing an obstacle course...

Obstacle Course:

Students will be split up into 6 different relay teams. Each team has obstacles and activities for student to move through. Locomotor movement may include (walk, run, leap, jump, hop, slide, gallop, skip), non-locomotor activities (push, pull, bend, twist, stretch, turn), and stunts/tumbling using a variety of relationships (over, under around, and through).

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Fitness

Engaging Experience 1

Title: Wellness

Suggested Length of Time: 4 - 6 weeks

Standards Addressed

Priority:

- HM1D1a Recognize that physical activity increases heart and respiratory rate
- PA1C1a Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)

Supporting:

Detailed Description/Instructions:

One option for instruction is to play **Run for the Money**. The students jog laps around the gym and earn a “Monopoly” dollar after each lap. Following the run, students can use their money to rent activity equipment and/or activities.

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Scenario

Tumbling Dice:

This activity serves as a culminating activity in which students can perform the skills they've learned in a challenging way.

Prerequisites:

Basic skills in weight transfer (animal walks, cartwheels, etc.); rolling (forward, log, egg, etc.); and balancing on different number of body parts.

Suggested Grade Level:

1-3

Materials Needed:

Enough dice for small groups of 3-4 students each; poster board or projector; tumbling mats

Description of Idea

Use poster board or PowerPoint to make activities for six sides of each die. Draw, use pictures, and/or write the various challenges on poster board or PowerPoint.

Explain to students how one person in the group will roll the dice; each group member then gets to demonstrate how they meet the challenge. This is repeated until each student has had a chance to roll the die. If different die has different challenges, groups may decide to "change in" their die for a new one.

Possible ideas for challenges on the different die include:

Transfer weight-any type; any type of roll; balance on 2 body parts; roll again; your choice; travel on four body parts.

Forward roll; cartwheel; backward roll; crab walk; frog jump; roll again. (Use only for groups for which you know each student can perform each skill correctly)

Log roll; balance on 3 body parts; travel using hands and feet; roll again; repeat the last challenge; jump and make a wide shape.

Assessment Ideas:

This idea could be used as an "assessment station"; the challenge rolled is what they need to demonstrate. The use of a large mat for students to perform the skills at the same time can help save time.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Advanced Skills

Length of Unit: 12 - 16 weeks

Overview of Unit: During this unit students will be able to demonstrate manipulative skills in a variety of ways. They will be able to identify various parts of the body as well as healthy choices.

Priority Standards for unit:

- MP1C1a Demonstrate a variety of manipulative skills while stationary and moving
- PA1D1a Tell why muscles and bones are important to movement
- PA1A1a Name three ways to stay fit
- FS1B1a Identify a muscle in each region of the body (e.g., arms, torso, legs)
- FS1C1a Identify a bone in each region of the body (i.e., head, arms, torso, and legs)
- HM1A1a Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)
- HM2A1b Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)
- MP1E1a Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements

Supporting Standards for unit:

- PA3A1a Tell the difference between general space awareness and personal space awareness
- HM4A1a Recognize that decisions have consequences
- MP1F1a Demonstrate motor skills while participating in low organized games
- MP3E1a Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)
- PA1B1a Identify a variety of physical activities that promote wellness (e.g., walking, jogging)
- MP1A1a Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)
- MP1B1a Demonstrate non-locomotor skills in a variety of activities
- MP1D1b Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)
- MP1E1b Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)
- MP3C1a Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)
- HM1D1a Recognize that physical activity increases heart and respiratory rate

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a variety of manipulative skills while stationary and moving	Demonstrate	Apply	2
why muscles and bones are important to movement	Tell	Remember	1
three ways to stay fit	Name	Remember	1
a muscle in each region of the body (e.g., arms, torso, legs)	Identify	Understand	1
a bone in each region of the body (i.e., head, arms, torso, and legs)	Identify	Understand	1
the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show	Understand	1
that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)	Recognize	Understand	1

Essential Questions:

1. Why are bones and muscles important to movement?
2. Can you identify a bone and a muscle in each region of the body? (Head, arm, torso and legs)?
3. What can you do to increase your overall fitness/health?
4. Why is it important to eat from a variety of food groups?
5. What are manipulative skills used in large muscle movements?

Enduring Understanding/Big Ideas:

1. Strong muscles help to hold posture and to move bones (body). Strong bones support and give structure to the body.
2. Students will identify the major muscles and bones in different regions of the body (head, arm, legs and torso) by pointing to them.
3. Students should become more physically active, and eat from a variety of food groups to maintain overall health.
4. Manipulative skills include rolling, throwing catching, and kicking.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	bone, muscle, food groups, flexibility, rolling, throwing, catching, kicking

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Gross Motor Movements

Suggested Length of Time: 5 - 8 weeks

Standards Addressed

Priority:

- MP1E1a Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements
- MP1C1a Demonstrate a variety of manipulative skills while stationary and moving

Detailed Description/Instructions:

Perfect Pass:

Perfect Pass is a great throwing and catching game that has players teamed up and ready to work together to earn points. Start by placing down a bunch of hula hoops along the floor, the more the better. Then make some teams of anywhere from 3-5 players who start lined up behind cones in a relay-style setup. Give each team a type of ball (depending which type of sport or throw you'd like to practice). When the game starts, the first person from each team runs to a hoop on the floor and stands in it, waiting to receive a pass from the second person in their team's line. A catch made with both feet in the hula hoop is a great thing, because then that player can bring the hula hoop home and add it as a point to their teams total (if the catch is NOT made, then the hoop does NOT return home = 0 points earned). Then the next person goes out to a hoop to catch another throw, etc., etc. The game continues on like that. Teams try to get the most points by collecting the most hoops, or try to beat their own best score each round. Try varying it up in a bunch of different ways (for example, different hoops are worth different points).

Bloom's Levels: Apply

Webb's DOK: Level 1

Topic 2: Fitness

Engaging Experience 1

Title: Wellness

Suggested Length of Time: 7 - 10 weeks

Standards Addressed

Priority:

- PA1D1a Tell why muscles and bones are important to movement
- PA1A1a Name three ways to stay fit
- FS1B1a Identify a muscle in each region of the body (e.g., arms, torso, legs)
- FS1C1a Identify a bone in each region of the body (i.e., head, arms, torso, and legs)
- HM1A1a Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)
- HM2A1b Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)

Detailed Description/Instructions:

Hokey Pokey:

One way this can be done is to play Hokey Pokey and watch students identify body parts as the songs asks for different parts of the body to move in and out of the circle.

Freeze Tag:

Another activity is to play scooter freeze tag where students have to travel on certain body parts as directed in a safe manner.

Bloom's Levels: Remember/Apply

Webb's DOK: Level 1

Engaging Scenario

Rollerball -

Rollerball is best played on a basketball court. Divide students into two teams (perhaps use a basketball court for this game). Each team spreads out on their half the basketball court. Players from opposing teams cannot cross the center line. The object of the game is to roll the ball across the opposite end line. If the ball crosses the opposite end line a point is awarded to the team who rolled the ball.

If the ball goes out of bounds, the closest player from the team whose side is closest to the ball will raise their hand before chasing the ball. Once retrieved, that player rolls it in to a teammate so the game can continue. Whenever a player has the ball, they have 10 seconds to do something with it (either roll it or pass it to a teammate). They are allowed to move around with the ball and get close to the half court line before rolling the ball. Emphasize that they can't cross the half court line when they roll the ball. If they step across the half court line when they roll it, no point is awarded.

- Encourage lots of passing to other teammates.
- Emphasize to the students that the ball must be rolled and not thrown.
- Start off with one ball in the game and after about 15 minutes of play, add the second ball.
- You can also set up cones outside the end lines. If a cone is hit by a ball, an extra point is awarded.

See physedgames.com

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.