

PE and Health: Grade One

<p><b>Academic Standard #7</b>                  Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p><b>#7.1</b>                  Movement Competence and Understanding</p>
<p><b>#7.2</b>                  Physical and Personal Wellness</p>
<p><b>#7.3</b>                  Emotional and Social Wellness</p>
<p><b>#7.4</b>                  Prevention and Risk Management</p>

**Description**

**Students will be able to travel in a variety of directions, levels and speeds in response to a variety of rhythms. Students will be able to kick, catch and dribble a ball and demonstrate between underhand and overhand throw. Students will be able to sustain moderate physical activity and identify the body’s reaction vigorous activity. Students will be able to follow the rules of an activity to participate safely.**

**Time Allocation**  
 40 minutes every 3 days

**Texts/References**

SPARK  
Assessments for Elementary P.E.  
P.E Activities for Elementary  
P.E Curriculum Activities  
Teaching for Outcomes in P.E.  
Kids in Motion  
Teaching Tumbling/Rhythm  
 Physical Best  
 Heart Adventure Course  
 Red Ribbon Month  
 Bfit Bsafe  
 “GO, SLOW, WHOA Fitness and Food Chart”  
 Food Pyramid  
 Positive Behavior System(PBS)

**Assessments**

**Formative**  
 Pre-assessment  
 Demonstrate motor skills in a variety of pathways and levels  
 Demonstrate manipulation of a variety of objects  
 Demonstrate overhand and underhand throwing  
 Strike and kick a stationary object  
 Demonstrate simple rhythmic movements  
 Sustain moderate to vigorous physical activity for short periods of time  
 Fitness Test  
 SOAR

**Summative Assessments**  
 Post-assessment  
 Teacher observation assessment  
 Teacher made test

**Grades and Achievement Levels**  
 Grades are based on standard assessments  
 Effort and Participation assessment

**Grade Level Expectations: PE: Grade One**

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<ul style="list-style-type: none"><li>• Demonstrating basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements</li><li>• Demonstrating fundamental manipulative skills</li><li>• Beginning movement vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Body's normal reactions to moderate and vigorous physical activity</li></ul>	<ul style="list-style-type: none"><li>• Working independently and with others to complete work</li><li>• Following the rules of an activity</li></ul>	<ul style="list-style-type: none"><li>• Developing movement control for safe participation in games and sports</li></ul>

Evidence Outcomes: PE: Grade One

<p><b>Standard #7.1</b> <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b> <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b> <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b> <b>Prevention and Risk Management</b></p>
<ol style="list-style-type: none"> <li>1. Moved in different directions and at high, medium, and low levels in space</li> <li>2. Demonstrated locomotor movements in a variety of pathways and levels</li> <li>3. Travelled in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal</li> <li>4. Performed a simple dance step in keeping with a specific tempo</li> <li>5. Juggled three scarves using at least two different patterns</li> <li>6. Travelled to a variety of rhythms changing time, force, and flow</li> <li>7. Manipulated objects such as jump ropes, scarves, hoops, and balls</li> <li>8. Balanced at different levels on different body parts</li> <li>9. Demonstrated both static and dynamic balances</li> <li>10. Performed rhythmical movements using small musical aids</li> <li>11. Performed a singing dance in a group</li> <li>12. Juggled two scarves alternating hands, and use at least two different patterns</li> <li>13. Standing in place, dribbled a ball five times with one's dominant hand</li> <li>14. Threw a ball while stepping forward in opposition</li> <li>15. Struck a stationary object</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified basic exercises that help to strengthen various muscles of the body</li> <li>2. Identified physical activities that require strong muscles</li> <li>3. Identified and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups</li> <li>4. Identified activities that rely on muscular endurance and muscular strength for someone to be successful</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified and demonstrated acceptable responses to challenges, successes, and failures</li> <li>2. Invited others to use equipment before repeating a turn</li> <li>3. Identified and demonstrated the attributes of being an effective partner or group member in physical activity</li> <li>4. Helped another student share space effectively</li> <li>5. Performed a simple sequence of movements within given parameters and guidelines</li> <li>6. Developed rules for an activity, and participate in the activity while following the rules</li> <li>7. Followed the rules for simple games</li> <li>8. Accepted responsibility for one's behavior in a game situation</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognized appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw</li> <li>2. Demonstrated the ability to follow verbal and nonverbal instruction</li> </ol>

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<p>16. Threw an object with an overhand and underhand motion                      17. Tossed a ball to oneself using the underhand throw pattern, and catch it before it bounces                      18. Caught a thrown large object with both hands                      19. Kicked a stationary object using a simple kicking pattern                      20. Used body parts and light implements to strike stationary and moving objects                      21. Distinguished between a jog and a run, a hop and a jump, and a gallop and a slide                      22. Responded appropriately to a variety of cues                      23. Recognized personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist                      24. Discussed personal space, general space, and boundaries</p>			

Grade Level Expectations: Health: Grade One

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<p>There are no Grade Level Expectations for this grade level for this standard</p>	<ul style="list-style-type: none"><li>• Eating a variety of foods from the different food groups is vital to promote good health</li><li>• Demonstrating health enhancing behaviors to prevent unintentional injury or illness</li></ul>	<ul style="list-style-type: none"><li>• Demonstrating how to express emotions in healthy ways</li><li>• Identifying parents, guardians, and other trusted adults as resources for information about health</li></ul>	<ul style="list-style-type: none"><li>• Demonstrating strategies to avoid hazards in the home and community</li></ul>

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<p>There are no Evidence Outcomes for this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Categorized foods into the major food groups</li> <li>2. Identified a variety of foods in each of the food groups that are healthy choices</li> <li>3. Identified foods and beverages that are high in added sugar, and generate examples of healthy alternatives</li> <li>4. Demonstrated ways to prevent harmful effects of the sun as well as hearing and vision loss</li> <li>5. Explained that germs cause disease</li> <li>6. Described the symptoms that occur when a person is sick</li> <li>7. Demonstrated ways to prevent the spread of germs that cause common, infectious diseases</li> <li>8. Demonstrated proper steps for treating a wound to reduce chances of infection</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified a variety of emotions</li> <li>2. Identified appropriate ways to express and deal with emotions and feelings</li> <li>3. Demonstrated effective listening skills</li> <li>4. Described and practiced situations that require polite and empathetic responses such as please, thank you, and I'm sorry</li> <li>5. Cooperated and shared with others</li> <li>6. Identified problem-solving strategies, and demonstrate the ability to make choices using those strategies</li> <li>7. Identified trusted adults at home and at school</li> <li>8. Identified trusted adults who promote health such as health care providers</li> <li>9. Identified the importance of talking about feelings with parents and other trusted adults</li> <li>10. Demonstrated the ability to ask for help from a trusted adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community</li> <li>2. Explained why household products are harmful if ingested or inhaled</li> <li>3. Described how to safely ride bike, skateboard, and scooter as well as use inline skates</li> <li>4. Identified safety rules for being around fire</li> <li>5. Demonstrated strategies to avoid fires and burns (Stop, drop, and roll)</li> <li>6. Demonstrated how to call 911 or other emergency numbers for help in a situation involving fires</li> </ol>