

Course Overview Phys Ed Grade 1

Content Area: **Physical Education**
Course(s): **PHYS ED-K**
Time Period:
Length: **10 weeks**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Physical Education

First Grade

Course Number: 4711

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: **04/21/1986**

Curriculum Adoption: **11/2/2017**

Course Overview

58031 Physical Education (grade 1)

Physical Education (grade 1) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health.

Specific content depends upon state standards for grade 1.

COURSE DESCRIPTION Physical Education in grade 1 places an emphasis on the development of basic body movement, gross locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. There is an introduction to physical fitness for future testing. During this course students are expected to demonstrate a developmental state of all NJSLC CPI's from 2.1.2.A through 2.1.2 B, 2.1.2 D through 2.1.2 E, 2.2.4.A through 2.2.2.E, 2.5.2.A through 2.5.2.C and 2.6.A The course reinforces the learning of other Standards and CPI's being introduced and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

Textbooks and Other Resources

-

COURSE RESOURCES

-

Various Equipment as it relates to various activities

Fitnessgram

Standards

MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MA.1.OA.B.4	Understand subtraction as an unknown-addend problem.
HPE.2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

HPE.2.1.2.B	Nutrition
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
K-PS2-1.PS2.A	Forces and Motion

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI 's to be Achieved	Marking Period Guide	Other Pacing Guide Referen
<p>Unit 1: Fitness and Skills</p> <p>Students will continue to develop the understanding and explanation of the importance of physical fitness as it relates to themselves. Students will continue to learn and demonstrate proper stretching and warm up exercises. Students will continue to understand the benefits of aerobic and anaerobic exercises. Students will perform a variety of fitness activities and understand the physiological benefits of each.</p>	<p>2.1.P.A.1 (M)</p> <p>2.1.P.A.2 (M)</p> <p>2.1.2.A.1 (D)</p> <p>2.1.2.A.2 (D)</p> <p>2.1.P.D.1 (M)</p> <p>2.1.2.D.1 (D)</p> <p>2.2.2.B 1 (D)</p> <p>2.2.2.B 2 (D)</p> <p>2.5.P.A.1 (M)</p> <p>2.5.P.A.2 (M)</p> <p>2.5.P.A.3 (M)</p> <p>2.5.2.A.1 (D)</p> <p>2.5.2.A.2 (D)</p> <p>2.5.2.A.3 (D)</p> <p>2.5.2 A.4 (D)</p> <p>2.5.2.B.1 (D)</p> <p>2.5.2.B.2 (D)</p> <p>2.5.2.B.3 (D)</p> <p>2.5.2.B.4 (D)</p>	1-4	50 perio
<p>Unit 2: Movement Skills</p> <p>Students will continue their development of moving in general space in relation to time, music, while using various objects in relation to their bodies. Students will continue to understand the importance of teamwork, sportsmanship, fair play and interpersonal skills.</p>	<p>2.5.2.C.1 (D)</p> <p>2.5.2.C.2 (D)</p> <p>2.6.P.A.1 (M)</p> <p>2.6.P.A.2 (M)</p>		40 perio

<p>1. Gross Motor Movements</p> <p>Students will continue to learn how to properly move their body. Proper mechanics of running, walking, jumping, hopping, skipping, leaping, galloping and sliding will be reinforced in isolated and applied settings. Students will continue to learn the concept of general and self-space and how to move in that setting. General safety rules and procedures will be practiced.</p> <p>B. Striking</p> <p>Students will continue to learn how to properly strike different objects with both short and long handed implements. Students will also continue to learn how to properly strike using various parts of their bodies to kick (foot) and volley (hand). A variety of individual skill practice and team game play will be used.</p> <p>C. Throwing and Catching</p> <p>Students will continue to learn the proper techniques for throwing and catching a ball, as well as bouncing and rolling. Students will perform this skill using different types of balls and objects. These skills will be used in a variety of Recreational and Cooperative games.</p> <p>D. Dribbling</p> <p>Students will continue to learn the concept of dribbling a ball in stationary and dynamic settings. A variety of individual skill practice and team game play will be used.</p> <p>E. Rhythmic Movement</p> <p>Students will continue to develop ways to move in response to time, space/shape, and energy. Students will perform such</p>	<p>2.6.2 A.1 (D)</p> <p>2.6.2.A.2 (D)</p> <p>2.6.2.A.3 (D)</p> <p>1.2.2.A.1 (D)</p> <p>1.2.2.A.2 (D)</p> <p>1.3.2.A.1 (D)</p> <p>1.3.2.A.2 (D)</p> <p>1.3.2.A.4 (D)</p> <p>1.O.A.3 (D)</p> <p>1.O.A.4 (D)</p> <p>5.2.2.E.1 (D)</p> <p>5.2.2.E.2 (D)</p> <p>2.1.P.A.1 (M)</p> <p>2.1.P.A.2 (M)</p> <p>2.1.2.A.1 (D)</p> <p>2.1.2.A.2 (D)</p> <p>2.1.P.D.1 (M)</p> <p>2.1.2.D.1 (D)</p> <p>2.2.2.B 1 (D)</p> <p>2.2.2.B 2 (D)</p> <p>2.5.P.A.1 (M)</p> <p>2.5.P.A.2 (M)</p> <p>2.5.P.A.3 (M)</p> <p>2.5.2.A.1 (D)</p> <p>2.5.2.A.2 (D)</p>		
---	--	--	--

<p>movements as bending, twisting, stretching, and swinging, jagged, sharp, smooth, bouncy, or jerky using various levels in space. Students will also use various sources of technology. Students will continue to explore personal space.</p>	<p>2.5.2.A.3 (D)</p> <p>2.5.2 A.4 (D)</p> <p>2.5.2.B.1 (D)</p> <p>2.5.2.B.2 (D)</p> <p>2.5.2.B.3 (D)</p> <p>2.5.2.B.4 (D)</p> <p>2.5.2.C.1 (D)</p> <p>2.5.2.C.2 (D)</p> <p>2.6.P.A.1 (M)</p> <p>2.6.P.A.2 (M)</p> <p>2.6.2 A.1 (D)</p> <p>2.6.2.A.2 (D)</p> <p>2.6.2.A.3 (D)</p> <p>1.2.2.A.1 (D)</p> <p>1.2.2.A.2 (D)</p> <p>1.3.2.A.1 (D)</p> <p>1.3.2.A.2 (D)</p> <p>1.3.2.A.4 (D)</p> <p>1.O.A.3 (D)</p> <p>1.O.A.4 (D)</p> <p>5.2.2.E.1 (D)</p> <p>5.2.2.E.2 (D)</p>		
---	---	--	--

Grading and Evaluation Guidelines

GRADING PROCEDURES

Standard Base grading procedure

4 standards

1) Effort/Work habits during Physical Education

2) Listens and responds effectively

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates

- CD= consistently demonstrates

3) Applies wellness concepts

4) Applies safe, efficient, and effective motor skills and fitness concepts

- BG = below grade level
- AG = approaching grade level
- MG = meeting grade level

EG = exceeds grade level

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Grade 1 Physical Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4711	AE	A	1		80	R	05/9/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSL Standard		NJSL Standard		NJSL Standard	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

COURSE DESCRIPTION Physical Education in grade 1 places an emphasis on the development of basic body movement, gross locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. There is an introduction to physical fitness for future testing. During this course students are expected to demonstrate a developmental state of all NJSLC CPI's from 2.1.2.A through 2.1.2 B, 2.1.2 D through 2.1.2 E, 2.2.4.A through 2.2.2.E, 2.5.2.A through 2.5.2.C and 2.6.A The course reinforces the learning of other Standards and CPI's being introduced and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.