

Grade 1 Physical Education

Content Area: **Health & PE**
Course(s): **Physical Education Grade 1**
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS Health & PE

HE.K-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
HE.K-2.2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
HE.K-2.2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.

Rationale and Transfer Goals

This unit provides further fundamental understanding of the basics of movement and body mechanics. Students will learn to apply their basic bodily movement knowledge and skills to team-oriented sports settings. Students will also be able to understand and apply concepts of teamwork and sportsmanship. These basic and essential skills can be transferred to a variety of physical settings for lifelong fitness and team play, in addition to transfer towards non-physical settings in which cooperation plays a role.

Enduring Understandings

- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
- Feedback impacts and improves the learning of movement skills and concepts.
- Teamwork consists of effective communication and respect among class and team members.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Content - What will students know?

- Fundamental movement skills/movement concepts
- Physical Activity is good for your personal health
- How to demonstrate consideration and cooperation with classmates and teachers in Physical Education class

Skills - What will students be able to do?

- Demonstrates mature walking form and maintains a rhythmic pattern while stationary
- Demonstrates stability while jumping, walking, and starting and stopping movement
- Demonstrates mature form when catching, kicking, and rolling a ball from a stationary position
- Demonstrates movement concepts of space, directionality, levels, pathways, force, speed, and

relationships, while performing locomotor skills

Activities - How we teach content and skills.

- Walks, using proper technique, while traveling different directions (forward, backward, and sideways)
- Maintains a steady beat from a non-weight bearing position (e.g., patting thighs while seated)
- Jumps and lands with proper body alignment
- Walks heel-to-toe on a line while maintaining dynamic balance
- Starts and stops, maintaining control in response to selected visual and auditory signals
- Bounces and catches a ball within one bounce
- Kicks a stationary ball
- Rolls underhand demonstrating opposition and follow-through
- Distinguishes between the following: self & shared space, variety of directional movement, variety of levels, variety of pathways, strong and light force, variety of speeds, variety of shapes, and a variety of relationships of body parts with objects

Assessments - How we know students have learned.

Starting/stopping on cue; self-space/shared space

2 weeks: beginning of the school year
Walking form

2 weeks
Rhythmic patterns

2 weeks
Jumping and landing

2 weeks
Walking on a line or low balance beam

2 weeks
Bounce and catch a ball

2 weeks
Kick a stationary ball

2 weeks
Roll a ball underhand

2 weeks
Physical activities that improve cardiovascular, muscular strength, muscular endurance and flexibility

1 week Introduction, developed throughout the year
Movement concepts of space, directions, levels, pathways, force, speed, and relationships, while performing locomotor skills

1 week Introduction, developed throughout the year
Animal walks

1 week Introduction, developed throughout the year.
Awareness of heart beating fast during physical activity

1 week Introduction, developed throughout the year
Resolves conflicts appropriately.

1 week Introduction, developed throughout the year
Shares turns and equipment.

1 week Introduction, developed throughout the year
Works safely during activity time.

1 week Introduction, developed throughout the year
Works productively during activity time.

1 week Introduction, developed throughout the year
Review Kindergarten topics as necessary and introduce skills and concepts that will be assessed in 1st grade.

8 weeks
Teacher's choice of standards-based activities.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activities
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The student will know how to perform and properly demonstrate a test for each of the five components of fitness.	Building cardiorespiratory endurance Building muscle strength Building flexibility	Circuit exercises Lap Running/Walking
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Career Awareness, Exploration, Preparation, and Training

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4 Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections

MA.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MA.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
MA.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
SOC.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.