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| 1st Grade  Physical Education | **NASPE/STATE STANDARDS ADDRESSED:** | **STUDENTS WILL UNDERSTAND…** | **ESSENTIAL QUESTIONS…** | **STUDENTS WILL KNOW & RECALL…** | **STUDENTS WILL BE SKILLED AT…** | **ASSESSMENT EVIDENCE:** |
| ORIENTATION/  PROTOCOLS | 1,5,6  19,21,24 | \*Class rules create a safe environment  \*Teacher/student expectations  \*Individual actions/inactions affect others  \*Respect for diverse abilities/equipment  \*Being prepared for class means (proper shoes, positive attitude, ready to learn…)  \*Everyone has the right to a positive & encouraging learning environment  **-Be Safe**  **-Be Respectful**  **-Be Responsible** | \*How does my behavior affect others during school? | \*How to differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)  \*Class expectations  \*Conflict resolution  \*How to treat others/equipment  \*What a positive & encouraging environment looks like | \*Following agreed-upon rules & directions while participating in physical activities  \*Handling equipment properly  \*Solving conflicts using positive actions | \*Teacher observation  \*Student demonstration  \*Role-play behavior scenarios  \*Oral comprehension questions |
| BODY & SPACE AWARENESS  (DIRECTIONS & LEVELS)  (PATHWAYS & EFFORT) | 1,2,3,5,6  19,21 | \*Spatial awareness and relationships to objects and people  \*Definitions of space awareness terms: self-space, general space, direction, levels, pathways, effort | \* What is general space and what kind of movement can I do in general space? | \*Importance of traveling safely in general space  \*How to find/check self-space  \*When to employ effort concepts at appropriate times | \*Demonstrating control when performing fundamental locomotor skills  \*Defining and performing locomotor skills in different directions, levels, locations, and pathways | \*Teacher observation  \*Student demonstration  \*Oral comprehension questions  \*Creation of an obstacle course using: directions & pathways. |
| LOCOMOTOR MOVEMENTS  (WALKING, RUNNING, SLIDING, GALLOPING)  (HOPPING, JUMPING, LEAPING, SKIPPING) | 1,2,4, & 5  19,21,24 | \*Proper cues for a variety of locomotor movements | \*How can you use locomotor movements to stay physically active? | \*How to describe the major characteristics of mature locomotor movement | \*Performing a variety of locomotor skills needed to engage in health-enhancing physical activity  \*Applying space awareness concepts to the performance of locomotor movements  \*Demonstrating safe movement in physical activities | \*Teacher observation  \*Oral comprehension questions  \*Cognitive pre/post assessment (K)  \*Self-assessment  (1st & 2nd Grade) |
| OVERHAND THROWING/  CATCHING  (LEVELS, SELF-SPACE, SELF-TOSS, CATCH)  (DISTANCE, PARTNERS, TRAVELING) | 1,2,4, & 5  19, 21, 24 | \*Importance of where you release the ball  \*Importance of following through  \*Importance of hand placement while catching | \*How does learning a new skill make physical activities more enjoyable?  \*What is the importance of throwing and catching skills in sports? | \*Characteristics of a mature overhand throw  ***1. Side to target***  ***2. Bring throwing arm back above shoulder***  ***3. Step with opposite foot***  ***4. Follow through across body***  \*Characteristics of a mature catch  ***1. Eyes on the ball until it reaches hands***  ***2. Reach for the ball; don’t wait for it to come to you***  \*Catching hand placement at different levels | \*Demonstrating proper throwing technique  \*Demonstrating proper catching technique during self-toss & partner activities  \*Working cooperatively with a partner during class activities  \*Demonstrating control when performing skill work | \*Teacher observation  \*Oral comprehension questions  \*Catching Self-Check  \*Pre/Post written cognitive assessment  \*Pre/Post Psychomotor skill assessment (Rubric Skill Check) |
| HOCKEY SKILLS  (STICK HANDLING, PASSING, SHOOTING, SMALL-SIDED GAMES) | 1,2,4, & 5  19,21,24 | \*Proper cues for tap-dribbling  \*Different ways to pass: forehand and backhand pass  \*Difference between offense and defense | \*How does teamwork and sportsmanship affect game play?  \*When is the best time to use a forehand and backhand pass? | \*Technique cues for tap-dribbling:  ***1.) Keep puck/ball within reach***  ***2.) Keep both hands on the stick***  ***3. )Use both sides of the hockey stick blade***  \*Technique cues for a forehand pass:  ***1.) Bring puck to back foot***  ***2.)Release puck at front 2.)Shoulder down***  ***3.)Low follow-through***  \*Technique cues for a backhand pass:  ***1.) Upper body twists***  ***2.)Shoulder down***  ***3.)Low follow-through***  \*Technique cues for a wrist shot:  ***1.)Bring puck back***  ***2.)Move weight from back to front foot***  ***3.) Sweep and bend both foot***  ***3.)Low follow-through*** | \*Tap-dribbling a ball/puck in general space- in different directions  \*Tap-dribbling at different speeds  \*Demonstrating a forehand and backhand pass  \*Demonstrating a wrist shot | \*Teacher observation  \*Oral comprehension questions  \*Pre/Post written cognitive test  \*Pre/Post skill testing  \*Peer evaluation |
| CROSSFIT  STRENGTH & CONDITIONING GAMES | 1,2,3,4,5, & 6  19,20,21,22,24 | \*The CrossFit fitness program improves physical fitness in 10 areas: cardiovascular endurance, stamina, strength, flexibility, power, coordination, agility, speed, balance, and accuracy.  \*The heart is a muscle that grows with exercise/play and physical activity.  \*Benefits of being active and exercising/playing. | \*Why is it important to set fitness goals?  \*Why is it ok that people have different fitness goals?  \*How do your muscles help you daily? | \*How to use own body as resistance for developing strength (e.g., animal walks, holds body in plank position, squat position, push-up, sit-up, burpee, wall-sit)  \*Correct technique for each exercise  \*The 10 fitness areas and identify an exercise/activity that would demonstrate each area | \*Demonstrating various exercises used to develop strength  \*Cooperating with peers to accomplish a goal | \*Teacher observation  \*Oral comprehension questions  \*Summative written assessment |