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| 1st GradePhysical Education | **NASPE/STATE STANDARDS ADDRESSED:** | **STUDENTS WILL UNDERSTAND…** | **ESSENTIAL QUESTIONS…** | **STUDENTS WILL KNOW & RECALL…** | **STUDENTS WILL BE SKILLED AT…** | **ASSESSMENT EVIDENCE:** |
| ORIENTATION/ PROTOCOLS | 1,5,619,21,24 | \*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)  | 1,2,3,5,619,21 | \*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, & 519,21,24 | \*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, & 519, 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, & 519,21,24 | \*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, & 619,20,21,22,24 | \*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  |