

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Work independently and with others to complete work

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify and demonstrate acceptable responses to challenges, successes, and failures b. Invite others to use equipment before repeating a turn c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity d. Help another student share space effectively 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is the most important quality of a good partner, and why? 2. What makes you a good partner? 3. What is different about working with someone rather than working by yourself? 4. What does "help" look like? Express "help" without using words. <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals share limited resources in a way that allows everyone access. 2. Individuals describe how to share technology with a partner. 3. Individuals include everyone in an activity such as inviting friends to participate in a game on the weekend. 4. Individuals can describe a tool that requires more than one person to operate such as a sailboat. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Physical education provides opportunities to practice and reinforce positive social behaviors. 2. Physical education provides opportunities to demonstrate responsible social behavior.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Establish a beginning movement vocabulary

Evidence Outcomes

Students can:

- Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide
- Respond appropriately to a variety of cues
- Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist
- Discuss personal space, general space, and boundaries

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can there be a game with no boundaries?
- What are some similarities in different types of locomotor movements?
- What makes a jog different from a run?
- Why is it important to have personal space?

Relevance and Application:

- Individuals perform movements safely on command.
- Individuals recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home.
- Individuals recognize when boundaries and personal space are needed in physical activities.

Nature of Physical Education:

- The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.