

**Curriculum Development Course at a Glance
Planning for 1st Grade Physical Education**

Content Area	Physical Education	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements	PE09-GR.1-S.1-GLE.1	
	2. Demonstrate fundamental manipulative skills	PE09-GR.1-S.1-GLE.2	
	3. Establish a beginning movement vocabulary	PE09-GR.1-S.1-GLE.3	
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity	PE09-GR.1-S.2-GLE.1	
3. Emotional and Social Wellness	1. Work independently and with others to complete work	PE09-GR.1-S.3-GLE.1	
	2. Follow the rules of an activity	PE09-GR.1-S.3-GLE.2	
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports	PE09-GR.1-S.4-GLE.1	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Colorado's
Comprehensive
Health and Physical
Education Standards**

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Play Nice In the Sandbox	4-6 Weeks	1
Experimenting with Movement	3-4 Weeks	2
Feel the Beat	6-10 Weeks	3
Building Your Body	4-6 Weeks	4
Moving Objects	10-12 Weeks	5

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Play Nice in the Sandbox		Length of Unit	4-6 Weeks
Focusing Lens(es)	Social Responsibility	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.3 PE09-GR.1-S.3-GLE.1 PE09-GR.1-S.3-GLE.2 PE09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes you a good partner? (PE09-GR.1-S.3-GLE.1-EO.c,d; IQ. 1,2,3; RA1,2,3,4; N.1,2) • What is different about working with someone rather than working by your-self? (PE09-GR.1-S.3-GLE.1-EO.c,d; IQ. 1,2,3; RA. 1,2,3,4; N.1,2) • Why is it important to follow the rules? (PE09-GR.1-S.3-GLE.2-EO.a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1,2) 			
Unit Strands	Movement Competence and Understanding; Physical and Personal Wellness; Social and Emotional Wellness			
Concepts	Cooperation, Teamwork, Responsible Social Behavior, Impulsivity, Critical Thinking and Reasoning, Demonstration; Space; Sharing; Effectiveness; Identification; Relationships; Integrity; Collaboration; Participation; Citizenship;			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Strong citizenship and integrity demonstrate responsible social behavior. (PE09-GR.1-S.3-GLE.1-EO.a,c; IQ. 1,2,3; RA. 1,2,3,4; N. 1,2)	What is the relationship between integrity and trust?	How can a person demonstrate good citizenship?
Cooperation and collaboration identify effective teamwork. (PE09-GR.1-S.3-GLE.1-EO.b,c,d; IQ. 1,2,3,4; RA. 2,4; N.2)	What collaborative skills do effective teams have?	How do teams use collaboration to become more successful?
Higher-level critical thinking and reasoning skills generate accurate identification of space and relationships. (PE09-GR.1-S.4-GLE.1-EO.a; IQ. 1,2,3; RA. 1; N.1)	What is a way in which a person can move through space?	What is the correlation between space and relationship?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and non-verbal instruction. (PE09-GR.1-S.3-GLE.1-EO.a,b,c.)
- Respond appropriately to a variety of cues (PE09-GR.1-S.1-GLE.3-EO.b)
- Follow rules to simple games (PE09-GR.1-S.3-GLE.2-EO.c)
- Help other students share space effectively (PE09-GR.1-S.3-GLE.1-EO.d)
- Invite others to use equipment or apparatus before repeating turn (PE09-GR.1-S.3-GLE.1-EO.b)
- Accept responsibility for ones behavior in a game situation (PE09-GR.1-S.3-GLE.2-EO.d)
- Develop rules for an activity and participate in the activity while following the rules (PE09-GR.1-S.3-GLE.2-EO.b)
- Share resources (PE09-GR.1-S.3-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Taylor can demonstrate how to work with others.

Academic Vocabulary:

Share, Identify, Demonstrate, Develop, Respond

Technical Vocabulary:

Physical activity, challenges, cues, non-verbal instruction, rules, participate

Evidence Outcomes to address in upcoming grades to promote student mastery in the future:

Describe how positive social interaction can make physical activity with others more fun (PE09-GR.1-S.3-GLE.1-EO.a)
Participate in a variety of group settings without distracting behavior (PE09-GR.1-S.3-GLE.1-EO.b)
Encourage others by using verbal and nonverbal communication (PE09-GR.1-S.3-GLE.1-EO.c)

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Experimenting with Movement		Length of Unit	3-4 Weeks
Focusing Lens(es)	Movement and Travel	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.1 PE09-GR.1-S.1-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • If you were to invent a new locomotor movement, what would it look like, and what would you call it? (PE09-GR.1-S.1-GLE.1-EO.a,b,c,f,g; IQ. 1,3; RA. 1; N. 1,2,3) • What makes a jog different from a run? (PE09-GR.1-S.1-GLE.3-EO.1; IQ. 2,3; RA. 2;; N. 1,2) • What are some similarities in different types of locomotor movements? (PE09-GR.1-S.1-GLE.3-EO.a; IQ. 2; RA. 2; N. 1,2) • Why would someone want to know how to do the same things in different ways? (PE09-GR.1-S.1-GLE.1-EO.a,b,c,f,g; IQ. 3,4; RA. 1; N. 1,2) 			
Unit Strands	Movement Competence and Understanding			
Concepts	Self-Direction; Practice Competency; Experimentation; Benefits of Movement; Communication; Space; Recognition; Levels; Speeds; Compare/Contrast; Awareness; Movement; Symmetry; Balance; Effort; Force; Directionality; Levels; Pathways; Traveling; Variation; Locomotion; Patterning; Reasoning;			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Movement by traveling in various pathways, using directionality, speed, and levels provides measurable benefits to humans. (PE09-GR.1-S.1-GLE.1-EO.a,b,c,f,g; IQ. 1,3; RA. 1; N. 1,3)	What are the different pathways that one uses while moving?	Do different levels imply a specific speed?
Awareness of body and space help demonstrate balance in movement. (PE09-GR.1-S.1-GLE.1-EO.b,c,f,g; RA. 1,2,3; N.1)	What sports and activities require you to demonstrate balance?	How can you demonstrate balance in different ways?
Experimentation with various locomotor patterns, varied levels of effort and force, increase balance, coordination and movement capacities. (PE09-GR.1-S.1-GLE.1-EO.a,b,c; IQ. 1,3; RA. 1; N. 1,3)	Is greater effort or force required to change from a walk to a jog/run?	Does a person have to use greater effort to have greater force?

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Key Skills:

My students will be able to (Do)...

- Discuss personal space, general space and boundaries (PE09-GR.1-S.1-GLE.3-EO.d)
- Move in different directions and at high, medium and low levels in space (PE09-GR.1-S.1-GLE.1-EO.a)
- Demonstrate locomotor movements in a variety of pathways and levels, both static and dynamic balances (PE09-GR.1-S.1-GLE.1-EO.b,g)
- Travel in forward and sideways directions using a variety of locomotr and non locomotor patterns and change direction quickly in response to a signal (PE09-GR.1-S.1-GLE.1-EO.c)
- Balance at different levels on different body parts (PE09-GR.1-S.1-GLE.1-EO.f)
- Distinguish between a jog and a run, hop and jump, gallop and slide (PE09-GR.1-S.1-GLE.3-EO.a)
- Personal space, high and low levels, fast and slow speeds, light and heavy weights, balance and twist (PE09-GR.1-S.1-GLE.3-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I can move in different ways and at different levels to show my ability to participate in a lot of activities

Academic Vocabulary:

Recognize, space, high, medium, low, boundaries, forward, backward, personal space, general space boundaries, static and dynamic balances

Technical Vocabulary:

Jog, run, hop, jump, gallop, slide, balance, static, dynamic, speeds, twist

Evidence Outcomes to address in upcoming grades to promote student mastery in the future:

Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll (PE09-GR.1-S.1-GLE.2-EO.b)
 Jump rope repeatedly (PE09-GR.1-S.1-GLE.2-EO.c)
 Use self-feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill of physical movement (PE09-GR.1-S.1-GLE.3-EO.a)
 Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill of physical movement (PE09-GR.1-S.1-GLE.3-EO.b)

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Unit Title	Feel the Beat		Length of Unit	6-10 Weeks
Focusing Lens(es)	Rhythms	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.1 PE09-GR.1-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What does it mean to have rhythm? (PE09-GR.1-S.1-GLE.1-EO.d,e; IQ. 2,4;) • Why is it important to have personal space? (PE09-GR.1-S.1-GLE.3-EO.d; IQ. 4; RA. 1,3; N.1) • Why are dances (like the “chicken dance, “bunny hop,” and “electric slide”) so popular at group gatherings such as wedding receptions? (PE09-GR.1-S.1-GLE.1-EO.d,e; IQ.2; RA.1; N.2,3) 			
Unit Strands	Movement Competence and Understanding; Social and Emotional Wellness			
Concepts	Tempos; Pattern Understanding; Cooperation; Collaboration; Fluid Movement; Directional Movement; Sequencing; Guidelines; Performance; Rhythm; Traveling; Variation;			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Understanding patterns and tempos will lead to fluid movement and rhythm in dance and music. (PE09-GR.1-S.1-GLE.1-EO.d,e; IQ.2,4; RA.1; N.1,2)	How does your rhythm change with a change in tempo?	What other areas do we use patterns in?
Rhythms and patterns recur across subject areas and in the real world. (PE09-GR.1-S.1-GLE.1-EO.d,e,f; IQ.2,4; RA.1; N.2)	How are patterns used in math?	What are ways that patterns can be used in another area of school?
Performance of rhythms, patterns and other movements should express variation and improvisation. (PE09-GR.1-S.1-GLE.1-EO.d,e; IQ.2,4; RA.1; N.1,2)	How do you perform the two different rhythms in tininkling?	What are variations in rhythms in dance?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Perform a simple sequence of movements within given parameters and guidelines, rhythmical movements using small musical aides, a singing dance in a group, a simple dance step in keeping with a specific tempo, travel to a variety of rhythms changing time, force and flow (PE09-GR.1-S.3-GLE.2-EO.a; PE09-GR.1-S.1-GLE.1-EO.d,l,h)
- Integrate patterns and rhythm in other content areas. (PE09-GR.1-S.1-GLE.1-EO.d,e)
- The difference between rhythms, patterns and sequencing. (PE09-GR.1-S.1-GLE.1-EO.d,e)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Sarah performed a dance that required various forms of rhythmical understanding.

Academic Vocabulary:

Perform, guidelines, variety, time, parameters

Technical Vocabulary:

Tempo, movement, rhythm, travel, force, flow

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Building Your Body		Length of Unit	4-6 Weeks
Focusing Lens(es)	Muscular Strength	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Would you rather have strong arm and leg muscles, or a strong heart muscle? Why? (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d; IQ.1; RA.1,2; N.2,3,4) • How could you work on improving your muscular strength and endurance? (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d; IQ.2; RA.1,2; N.2,3,4) • Can one have muscular strength without muscular endurance? What about the other way around? Explain. (PE09-GR.1-S.2-GLE.1-EO.c,d; IQ.3; RA.2; N.1,2,3,4) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Relationships, Critical Thinking and Reasoning, Retention; Identification; Application; Variation; Performing;			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identification of exercises to improve muscular strength and endurance will require critical thinking and reasoning. (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d; IQ.1,2,3; RA.1,2; N.2,3,4)	Can you improve your muscular endurance without improving your muscular strength? Vice-Versa?	How does increased muscular endurance positively affect your body?
Relevant application of exercises that increase muscular strength and muscular endurance require muscle-specific thinking and reasoning. (PE09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2; RA.1,2; N.2,3,4)	Does performing more repetition in an activity improve your muscular strength or muscular endurance?	What exercises can a person do to improve muscular endurance at home with little to no equipment?
Frequent participation in muscular strength and endurance exercises facilitate improved performance in physical activities. (PE09-GR.1-S.2-GLE.1-EO.c; IQ.1,2,3; RA.4; N.4)	IS it more important to have greater muscular strength or endurance when participating in the shot put in track and field?	How does greater muscular endurance affect an athlete in long games or activities?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Perform specific exercises that can be done to improve muscular strength and endurance of various muscle groups. (PE09-GR.1-S.2-GLE.1-EO.c)
- Identify physical activities that would require strong muscles, specific experiences that can be done to improve muscular strength and endurance of various muscle groups, basic exercises that will help strengthen various muscles of the body, activities that rely on muscular endurance and muscular strength for someone to be successful. (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d)

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EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Students will engage in activities that demonstrate understating of how to become healthier people through improvement in muscular strength and muscular endurance.

Academic Vocabulary:

Identify, successful, improve,

Technical Vocabulary:

Strong muscles, exercise, muscular strength, muscular endurance, muscle groups,

Evidence Outcomes to address in upcoming grades to promote student mastery in the future:

Identify methods to keep the brain healthy and ready to learn (PE09-GR.1-S.1-GLE.3-EO.c)
 Explain the fuel requirements of the body during physical activity and inactivity (PE09-GR.1-S.2-GLE.2-EO.a)
 Determine the proper amount of sleep to get every night (PE09-GR.1-S.2-GLE.2-EO.c)
 Identify changes in the body during exercise and how that makes you feel (PE09-GR.1-S.2-GLE.2-EO.d)

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Moving Objects		Length of Unit	10-12 Weeks
Focusing Lens(es)	Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.2 PE09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does one get better at throwing a ball? (PE09-GR.1-S.1-GLE.2-EO.b,d; IQ.1,2 ; RA.1,2,3,4; N.3,4) What is the most effective way to throw a ball? (PE09-GR.1-S.1-GLE.2-EO.b,d; IQ.1,2 ; RA.1,2,3,4; N.3,4) When is striking used in games and sports? (PE09-GR.1-S.1-GLE.2-EO.c,h; IQ.3; RA.1,2,3,4,5; N.1,3,4) Is it easier to catch a bigger object or a smaller one? Why? (PE09-GR.1-S.1-GLE.2-EO.e,f; IQ.4; RA.1,2,3,4,5; N.1,3,4) 			
Unit Strands	Movement Competence and Understanding, Prevention and Risk Management			
Concepts	Force, Speed, Effort, Flow, Directionality, Levels; Cooperation; Reasoning; Responsibility; Space; Opposition; Manipulation; Patterns; Recognition; Demonstration			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
To Force, speed, and effort are all requisite components in manipulating an object to a desired target. (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h; IQ.1,2,3,4; RA.2,3,4; N.1,3,4)	Is more force required to reach a target that is further away?	Does the speed of an object change based upon the force that it is struck with.
Responsible use of equipment leads to cooperative manipulation when working with a partner or a team. (PE09-GR.1-S.4-GLE.1-EO.a; IQ.1,2; RA.2; N.2)	Will a partner choose to work with you if you do not use equipment responsibly?	Why is safe use of equipment important when working with others?
Demonstration of spatial awareness assists safe manipulative activities. (PE09-GR.1-S.4-GLE.1-EO.a; IQ.1,2; RA.2; N.2)	Do games and activities require modification and adjustments based on space availability?	Why is it important to know your surroundings when using striking implements?

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Key Skills:

My students will be able to (Do)...

- Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces (PE09-GR.1-S.1-GLE.2-EO.c)
- Throw a ball while stepping forward in opposition, an object with an overhand and underhand motion (PE09-GR.1-S.1-GLE.2-EO.b,d)
- Catch a thrown large object with both hands (PE09-GR.1-S.1-GLE.2-EO.f)
- Manipulate objects such as jump ropes, scarves, hoops and balls (PE09-GR.1-S.1-GLE.1-EO.e)
- Kick a stationary object using a simple kicking pattern (PE09-GR.1-S.1-GLE.2-EO.g)
- Standing in place, dribble a ball 5 times with the dominant hand (PE09-GR.1-S.1-GLE.2-EO.a)
- Strike a stationary object (PE09-GR.1-S.1-GLE.2-EO.c)
- Use body parts and light implements to strike stationary and moving objects (PE09-GR.1-S.1-GLE.2-EO.h)
- Recognize appropriate safety practices in general space (PE09-GR.1-S4-GLE.1-EO.a)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I can participate in activities that require me to use objects to control other objects in a responsible way.

Academic Vocabulary:

Recognize, appropriate, large, object, pattern, stationary

Technical Vocabulary:

Toss, underhand, overhand, bounce, throw, catch, jump rope, kick, strike, objects