

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:

2. Follow the rules of an activity

Evidence Outcomes

Students can:

- a. Perform a simple sequence of movements within given parameters and guidelines
- b. Develop rules for an activity, and participate in the activity while following the rules
- c. Follow the rules for simple games
- d. Accept responsibility for one's behavior in a game situation

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Which rules for good behavior would you most want to see in your physical education class, and why?
- 2. Why is it important to follow the rules?
- 3. What would happen if there were no rules when playing a game?
- 4. What game has too many rules?

Relevance and Application:

- 1. Individuals use technology to create a rules sheet for a game.
- 2. Individuals create games and physical activities that have rules.

Nature of Physical Education:

- 1. Respect for and commitment to rules is an underlying foundation of game play.
- 2. Rules are important for enjoying game play.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements

Evidence Outcomes

Students can:

- a. Move in different directions and at high, medium, and low levels in space
- b. Demonstrate locomotor movements in a variety of pathways and levels
- c. Travel in forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal
- d. Perform a simple dance step in keeping with a specific tempo
- e. Juggle three scarves using at least two different patterns
- f. Travel to a variety of rhythms changing time, force, and flow
- g. Manipulate objects such as jump ropes, scarves, hoops, and balls
- h. Balance at different levels on different body parts
- i. Demonstrate both static and dynamic balances
- j. Perform rhythmical movements using small musical aids
- k. Perform a singing dance in a group

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are dances like the "chicken dance," "bunny hop," and "electric slide" so popular at group gatherings such as wedding receptions?
3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm? How can one notice whether someone has it?

Relevance and Application:

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals successfully ride a two-wheeled bike without training wheels.
3. Individuals ride a skateboard or skates.
4. Individuals participate in games that require movement such as playing basketball or tag.
5. Individuals participate in games that require the use of objects such as jump ropes and balls.

Nature of Physical Education:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Demonstrate fundamental manipulative skills

Evidence Outcomes

Students can:

- Juggle two scarves alternating hands, and use at least two different patterns
- Standing in place, dribble a ball five times with one's dominant hand
- Throw a ball while stepping forward in opposition
- Strike a stationary object
- Throw an object with an overhand and underhand motion
- Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces
- Catch a thrown large object with both hands
- Kick a stationary object using a simple kicking pattern
- Use body parts and light implements to strike stationary and moving objects

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does one get better at throwing a ball?
- What is the most effective way to throw a ball?
- When is striking used in games and sports?
- Is it easier to catch a bigger object or a smaller one? Why?

Relevance and Application:

- Individuals participate in activities that require patterned movements such as playing softball or basketball.
- Individuals recognize manipulative skills in games and sports by watching sporting events on television.
- Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports.
- Individuals demonstrate the skillful use of a variety of manipulatives.
- Individuals participate in activities that require the use of manipulatives.

Nature of Physical Education:

- Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Patterned, rhythmic movement activates the brain to facilitate learning.
- Many popular games and sports require the skillful manipulation of an object or objects.
- Repetition improves the performance of motor skills.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: First Grade

Concepts and skills students master:
 1. Identify the body's normal reactions to moderate and vigorous physical activity

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify basic exercises that help to strengthen various muscles of the body b. Identify physical activities that require strong muscles c. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups d. Identify activities that rely on muscular endurance and muscular strength for someone to be successful 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why? 2. How could you work on improving your muscular strength and endurance? 3. Can one have muscular strength without muscular endurance? What about the other way around? Explain. <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals can prevent injury by maintaining adequate muscular strength and endurance. 2. Individuals use a computer to find examples of safe exercises to improve muscular strength and endurance. 3. Individuals create an exercise program that improves their health-related fitness. 4. Individuals identify equipment in parks and playgrounds that helps to build muscles. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Regular physical activity contributes to emotional well-being. 2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. 3. Muscular strength and endurance are separate and equally important components of fitness. 4. The body reacts positively to physical exercise.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Physical Education

Prepared Graduates:
➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade Level Expectation: First Grade

Concepts and skills students master:
1. Develop movement control for safe participation in games and sports

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw
b. Demonstrate the ability to follow verbal and nonverbal instruction

Inquiry Questions:
1. If nonviolence and respect for others is so important, why do we play dodgeball?
2. Why does a person need to know how to follow directions if the directions are not given verbally?
3. Why should you not throw balls at other people?

Relevance and Application:
1. Individuals avoid injuring others when participating in physical activity.

Nature of Physical Education:
1. Following safety rules can prevent injury in physical education.