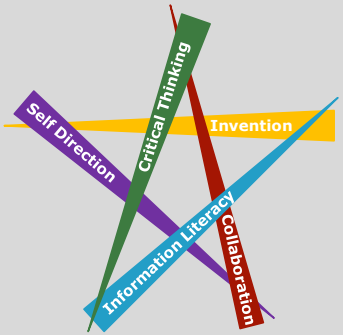
Curriculum Development Overview
First Grade PE Curriculum

Content Area	Physical Education	**Grade Level**	1st Grade

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	GR.1-S.1-GLE.1
	2. Demonstrate fundamental manipulative skills	GR.1-S.1-GLE.2
	3. Establish a beginning movement vocabulary	GR.1-S.1-GLE.3
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity	GR.1-S.2-GLE.1
3. Emotional and Social Wellness	1. Work independently and with others to complete work	GR.1-S.3-GLE.1
	2. Follow the rules of an activity	GR.1-S.3-GLE.2
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports	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*

Curriculum Development Overview
First Grade PE Curriculum

Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements	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 thing different ways? 4. What does it mean to have rhythm? How can one notice whether someone has it?	1. Move in different directions and at high, medium, and low levels in space. 2. Demonstrate locomotor movements in a variety of pathways and levels. 3. Travel forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal. 4. Performa a simple dance step in keeping with a specific tempo, travel to a variety of rhythms changing time, force, and flow. 5. Manipulate objects such as jump ropes, scarves, hoops, and balls. 6. Balance at different levels on different body parts. 7. Demonstrate both static and dynamic balances.
2. Demonstrate fundamental manipulative skills	1. How does one get better at throwing a ball? 2. What is the most effective way to throw a ball? 3. When is striking used in games and sports? 4. Is it easier to catch a bigger object or a smaller one? Why?	1. Standing in place, dribble a ball five times with one’s dominant hand. 2. Throw a ball while stepping forward in opposition. 3. Strike/kick a stationary object. 4. Throw an object with an overhead and underhand motion. 5. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces. 6. Catch a thrown large object with both hands. 7. Use body parts and light implements to strike stationary and moving objects.
3. Establish a beginning movement vocabulary	1. How can there be a game with no boundaries? 2. What are some similarities in different types of locomotor movements? 3. What makes a jog different from a run? 4. Why is it important to have personal space?	1. Distinguish b etween a jog and a run, a hop and ajump, and a gallop and a slide. 2. Respond appropriately to a variety of cues. 3. Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist. 4. Discuss personal space, general space, and boundaries.

Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Identify the body's normal reactions to moderate and vigorous physical activity	1. Would you rather have strong arm or 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.	1. Identify basic exercises that help strengthen various muscles of the body. 2. Identify physical activities that require strong muscles. 3. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups. 4. Identify activities that rely on muscular endurance and muscular strength for someone to be successful.

Standard 3: Emotional and Social Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Work independently and with others to complete work.	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.	1. Identify and demonstrate acceptable responses to challenges, successes, and failures. 2. Invite others to use equipment before repeating a turn. 3. Identify and demonstrate the attributes of being an effective partner or group member in physical activity. 4. Help another student share space effectively.
2. Follow the rules of an activity.	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?	1. Perform a simple sequence of movements within giving parameters and guidelines. 2. Follow the rules for simple games. 3. Accept responsibility for one's behavior in a game situation.

Curriculum Development Overview
First Grade PE Curriculum

Standard 4: Prevention and Risk management in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Develop movement control for safe participation in games and sports	1. Why/How do rules change based on the number of p[layers or space of the area? 2. Why does a person need to know how to follow directions if the directions are not verbally given? 3. Why should you not throw balls at other people?	1. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw. 2. Demonstrate the ability to follow verbal and nonverbal instruction.

Curriculum Development Overview
First Grade PE Curriculum

1st Quarter		
Standard	**Grade Level Expectation**	**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements	Demonstrate locomotor movements in a variety of pathways and levels Travel in forward and sideways directions using a variety of locomotor and non -locomotor patterns and change directions quickly in response to a signal Balance at different levels on different body parts.
Standard #1	PEGLE#2 Demonstrate fundamental manipulative skills	Standing place, dribble a ball five times with one's dominant hand Kick a stationary object using a simple kicking pattern
Standard #1	PEGLE #3 Establish a beginning movement vocabulary	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. Discuss personal and general space, and boundaries
Standard #3	PEGLE #2 Follow the rules of an activity	Follow the rules for simple games.
Vocabulary		
Eye-Foot, Kicking, Punting, Dribbling, Volley, Half Volley, Collecting, Trapping, Inside of Foot, Outside of Foot, Instep, Sole, Demonstrate. Patterns, Walk, Run, Jump, Hop, Skip, Slide, Gallop, Leap, Even, Uneven, Alternating, Opposition, Lead, Trail, Follow Through, Weight Transfer		

Curriculum Development Overview
First Grade PE Curriculum

2nd Quarter		
Standard	**Grade Level Expectation**	**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements	Perform a simple dance step in keeping with a specific tempo Travel to a variety of rhythms changing time, force, and flow
Standard #1	PEGLE #2 Demonstrate fundamental manipulative skill	Throw a ball while stepping forward in opposition. 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
Standard #2	PEGLE #1 Identify the body's normal reactions to moderate and vigorous physical activity	Identify basic exercises that help to strengthen various muscles of the body Identify activities that rely on muscular endurance and strength for someone to be successful
Standard #4	PEGLE #1 Develop movement control for safe participation in games and sports	Demonstrate the ability to follow verbal and non-verbal instruction.
Vocabulary		
Rhythmic Movements, Toss, Underhand, Overhead, Roll, Catch, Muscles, Strength, Endurance, Cooperation, Partner, Emotions, Assess, Contribution, Community, Safety, Self-Awareness, Accidental, On Purpose		

Curriculum Development Overview
First Grade PE Curriculum

3rd Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE #1 Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements	Move in different directions and at high, medium, and low levels in space Manipulate objects such as jump ropes, scarves, hoops, and balls. Demonstrate both static and dynamic balances
Standard #1	PEGLE #2 Demonstrate fundamental manipulative skills	Use body parts and light implements to strike stationary and moving objects
Standard #1	PEGLE #3 Establish a beginning movement vocabulary	Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist.
Standard #3	PEGLE #1 Work independently and with others to complete work	Invite others to use equipment before repeating turn. Identify and demonstrate the attributes of being an effective partner or group member in physical activity.
Standard #3	PEGLE #2 Follow the rules of an activity	Perform a simple sequence of movements within given parameters and guidelines Accept responsibility for one's behavior in a game situation.
Vocabulary		
Application, Explore, Striking with an Implement, Climbing, Tumbling, Balance, Static, Dynamic, Short Rope, Long Rope, Rhyme Games, Warm-up, Cool-down, Flexibility, Injury prevention, Collaboration, Cheating, Responsibility		

Curriculum Development Overview
First Grade PE Curriculum

4th Quarter		
Standards	Grade Level Expectation	Physical Education Concept
Standard #2	PEGLE #1 Identify the body's normal reactions to moderate and vigorous physical activity	Identify physical activities that require strong muscles Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups.
Standard #3	PEGLE #1 Work independently and with others to complete work	Identify and demonstrate acceptable responses to challenges, successes, and failures Help another student share space effectively
Standard #4	PEGLE #1 Develop movement control for safe participation in games and sports	Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw.
Vocabulary		
Apply, Pathways, Speeds, Levels, Eye-hand, Eye-foot, Sportsmanship, Spatial Awareness, Safety, Dangerous, Body Brain Connection		