

**Wallenpaupack Area School District
Planned Course Curriculum Guide**

Department: Physical Education

Name of Course: Physical Education 1

Course Description:

Revision Date:

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 1: Wellness and Fitness	TIMEFRAME: Year-round

PA COMMON CORE/NATIONAL STANDARDS:

10.4.3A,B,C,D,E,F

10.5.3A,B,C,D

UNIT OBJECTIVES (SWBATS):

- Students will be able to identify and engage in physical activities that promote physical fitness and health.
- Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- Students will be able to know and recognize changes in body responses during moderate to vigorous activity.
- Students will be able to identify likes and dislikes related to participation in physical activities.
- Students will be able to identify reasons why regular participation in physical activities improves motor skills.
- Students will be able to recognize positive and negative interactions of small group activities.
- Students will be able to recognize and use basic movement skills and concepts.
- Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary.
- Students will be able to know the function of practice.
- Students will be able to identify and use principles of exercise to improve movement and fitness activities.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Flexibility

- Teacher led stretches
- Student led stretches
- Discussions of why stretching properly is appropriate for the activity
- Warm-ups / Cool-downs
- Yoga

Cardiovascular Endurance

- NP Marathon Kids Program
- Jogging/Walking
- Discussions about keeping a pace: how to and why.
- Discussions about heart rate and breathing rate.
- Exercises that increase heart rate (jumping jacks, jump rope, mountain climbers, etc.)
- Games that increase heart rate

Muscular Strength

- Wall apparatus (pull ups/chin ups)
- Body weight exercises (push-ups, plank, sit-ups, squats, etc.)

F.I.T.T. Principle

- Begin discussions about frequency (how often to exercise), intensity (how hard to exercise), time (how long to exercise), and type (what kind of exercise).

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Formative assessments pre/post
- Student participation
- Class discussion

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises that work same muscle groups (ex. Shoulder taps instead of push-ups, crunches instead of sit-ups).
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Marathon Kids
OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 2: Body and Spatial Awareness	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,E,F 10.5.3A,B,C,E	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary. • Students will be able to know the function of practice. • Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary (balance). 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <p>Self-Space: demonstrate a knowledge and understanding of self-space</p> <ul style="list-style-type: none"> • Finding self-space • Being able to stay in self space while participating in activities • Discuss importance of self-space and safety <p>General Space: safe movement with regard to location (self and others), direction, levels, pathways, speed</p> <ul style="list-style-type: none"> • Perform locomotor movements in general space • Discuss and practice levels, pathways, and speed • Participate safely in a variety of games <p>Body Awareness: relationship of body parts moving safely with others</p> <ul style="list-style-type: none"> • Body control • Copying and performing specific movements • Creative movements 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Teacher observation • Student participation • Class discussion 	

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 3: Movement Exploration	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to know the positive and negative effects of regular participation in moderate to vigorous physical activities. • Students will be able to know and recognize changes in body responses during moderate to vigorous activity. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize and describe the concepts of motor skills development using appropriate vocabulary. • Students will be able to know the function of practice. • Students will be able to identify and use principles of exercise to improve movement and fitness activities. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Discuss, demonstrate, and perform any of the activities below. Discuss critical elements of skills (cues). Perform locomotor movements in a variety of activities. Participate in cooperative games and activities. Locomotor Movements <ul style="list-style-type: none"> • Walk • Run/jog • Hop • Jump • Skip • Gallop • Leap • Slide Non-locomotor movements <ul style="list-style-type: none"> • Bend/stretch • Push/pull • Swing/sway • Twist-turn 	

Balance Activities

- Animal walks
- Basic rolls
- Basic stands
- Balance beam
- Partner stunts
- Pogo Balls
- Balance Boards

Cooperation and Sportsmanship

- Partner activities
- Small group
- Teams
- Positive attitude

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Skill checklist
- Student participation
- Class discussion
- Self/partner/group assessment regarding sportsmanship & cooperation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 4: Rhythmic Activities	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E, 10.5.3A	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize and use basic movement skills and concepts. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Basic Movements, rhythmic exercises, and musical activities: Students identify and apply basic movement patterns during various musical/rhythmic/dance activities. <ul style="list-style-type: none"> • Cardio drumming (intermediate and challenging songs) <ol style="list-style-type: none"> 1. Faster paced songs 2. Songs with different rhythms • Creative movements through music • Video instructed dances • Juggling scarves 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Teacher observation • Student participation 	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Modify exercises so all students can participate <ul style="list-style-type: none"> • Moving at a slower pace • Give options for exercises/locomotor skills • Different levels of challenge 	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Marathon Kids OPEN Phys Ed Shape America American Heart Association The PE Specialist	

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 5: Ball Handling	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,C,E,F	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to know the function of practice. • Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary. • Students will be able to recognize and describe game strategies using appropriate vocabulary. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Exploration <ul style="list-style-type: none"> • Ball exploration followed by discussion • Around, over, under • Moving the ball with different body parts • Different levels (low, medium, high) Tossing <ul style="list-style-type: none"> • Self-toss (hand under the ball, toss lightly above head, keep eyes on the object, catch with two hands) Throwing and catching a variety of objects <ul style="list-style-type: none"> • Underhand throw (tick, tock, step and toss) or (swing, step, toss) with opposite foot • Overhand throw (sideways to target, object by ear, point, step, and throw) • Catching (face partner, eyes on the object, ready hands, eyes follow the object to hands) Rolling <ul style="list-style-type: none"> • Get body low, hand position, step with opposite foot, swing, release/follow through Dribbling <ul style="list-style-type: none"> • Hand Dribble: Hand, fingers, push ball (don't slap), waist-high / moving and dribbling (keep eyes forward) • Foot Dribble: foot tap (inside of the foot) 	

Kicking

- Stationary Ball
- Rolling ball
- Plant opposite foot, swing, follow through
- Kicking at a target
- Shoelace kick
- Partners
- Small groups

Trapping

- Keep on eyes on ball, lift foot, stop ball under your foot
- Side of foot trap
- Traps using other parts of the body

Striking

- With hand(s)
- With implement (paddle, bat, racquet, stick, noodle)
- Stationary objects
- Moving objects
- Off a tee
- Pitched ball

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Checklist of critical elements
- Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Marathon Kids

OPEN Phys Ed

Shape America

American Heart Association

The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Physical Education 1	GRADE/S: 1
UNIT 6: Manipulative Skills	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,B,C,E,F	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize and describe the concepts of motor skill development using appropriate vocabulary. • Students will be able to know the function of practice. • Students will be able to know and describe scientific principles that affect movement and skills using appropriate vocabulary. • Students will be able to recognize and describe game strategies using appropriate vocabulary. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
Parachute Activities	
Jump ropes <ul style="list-style-type: none"> • individually (intermittent or continuous) • introduction to long jump ropes (2 turners, 1 jumper) 	
Hula hoops	
Paddles <ul style="list-style-type: none"> • Individual • partner 	
Scooter Exploration	
Juggling (i.e. scarves, streamers, beanbags, etc.)	
Frisbee <ul style="list-style-type: none"> • Introduce regular frisbees • Catch with foam frisbees 	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Checklist of critical elements
- Student checklist

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

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