

Olathe Public Schools

Elementary Physical Education Curriculum – Grade 1

Standard 1:

The student demonstrates competency in a variety of motor skills and movement patterns.

Essential Question: What different ways can my body move given a specific purpose?

Locomotor

- Performs locomotor skills (hopping, galloping, running, sliding) using a mature pattern. (S1.E1.1)
- Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)
- Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)
- Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)

Nonlocomotor-Stability

- Maintains stillness on different bases of support with different body shapes. (S1.E7.1)
- Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)
- Rolls with either a narrow or curled body shape. (S1.E9.1)
- Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1)

Manipulative

- Throws underhand demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)
- Catches a soft object from a self-toss before it bounces. (S1.E16.1a)
- Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
- Dribbles continuously in self-space using the preferred hand. (S1.E17.1)
- Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)
- Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature kicking pattern. (S1.E21.1)
- Volleys an object with an open palm, sending it upward. (S1.E22.1)
- Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)
- Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)
- Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)

Vocabulary students should know and use: hopping, galloping, running, sliding, skipping, leaping, walking, jogging, jumping, dancing, balance, weight transfer, curling, stretching, twisting, bending, underhand throw, overhand throw, passing, catching, dribbling, kicking, volleying, striking

Standard 2:

The student applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Essential Question: How can I move effectively and efficiently?

Locomotor

- Moves in self-space and general space in response to designated beats and rhythms. (S2.E1.1)
- Travels demonstrating low, middle, and high levels (S2.E2.1a)
- Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through). (S2.E2.1b)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Vocabulary students should know and use: space, pathways, shapes, levels, speed, direction, force, alignment, muscular tension, strategies, tactics

Standard 3:

The student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Essential Question: Why is it important to be physically fit and how can I stay fit?

Physical Activity Knowledge

- Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)

Engages in Physical Activity

- Actively engages in physical education class. (S3.E2.1)

Fitness Knowledge

- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Differentiates between healthy and unhealthy foods. (S3.E6.1)

Vocabulary students should know and use: physical activity, engage, skill-related fitness, health-related fitness, assessment, fitness components, nutrition, personal health

Standard 4:

The student exhibits responsible personal and social behavior that respects self and others.

Essential Question: How do I show respect for myself and others during physical activity?

Personal Responsibility

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules and parameters of the learning environment. (S4.E2.1)

Accepting Feedback

- Responds appropriately to general feedback from the teacher. (S4.E3.1)

Working with Others

- Works independently with others in a variety of class environments (e.g. small and large groups). (S4.E4.1)

Rules and Etiquette

- Exhibits the established protocols for class activities. (S4.E5.1)

Safety

- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.1)

Vocabulary students should know and use: personal responsibility, respect, feedback, teamwork, etiquette, sportsmanship, safety

Standard 5:

The student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Question: What makes physical activity meaningful to me?

Health

- Identifies physical activity as a component of good health. (S5.E1.1)

Challenge

- Recognizes that challenge in physical activities can lead to success. (S5.E2.1)

Self-Expression and Enjoyment

- Describes positive feelings that result from participating in physical activities. (S5.E3.1a)
- Discusses personal reasons (i.e. the 'why) for enjoying physical activities. (S5.E3.1b)

Vocabulary students should know and use: health, enjoyment, challenge, self-expression, social interaction

Assessment and Resources:

Pre-Assessment: Pretests, Teacher observation, Review of assessment data

Formative: Check for understanding, Exit slips, Cooperative Learning Strategies, Quizzes

Summative: Written tests, Skill tests, Fitness plans, Activity logs, Checklists, Rating scales, Rubrics

Resources: SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education, 2014, IRC Resources, Physical Education Colleagues and PLCs, Conventions, Workshops, Community Resources, Technology