

Curriculum Map: 1st Grade Phys. Ed 2022-2023

Course: Phys.Ed1 Sub-topic: Uncategorized

Grade(s): 1

Course Description: To develop a basic understanding of health and physical activity. Students will be active and participate in physical activities.

Unit: Unit 1: Locomotor/Non-Locomotor Movements

Timeline: Week 1 to 4

Unit Description: To review and learn basic locomotor/non-locomotor movements. To practice body awareness.

Unit Essential Questions: How can movement skills and concepts help you become a better mover?

Unit Big Ideas: Physical activities are enjoyed for various reasons.

Unit Assignments: Locomotor/non-locomotor checklist

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.5.3.A \(Advanced\)](#) Recognize and use basic movement skills and concepts.

- locomotor movements (e.g., run, leap, hop)
- non-locomotor movements (e.g., bend, stretch, twist)
- manipulative movements (e.g., throw, catch, kick)
- relationships (e.g., over, under, beside)
- combination movements (e.g., locomotor, non-locomotor, manipulative)
- space awareness (e.g., self-space, levels, pathways, directions)
- effort (e.g., speed, force)

(* standards consolidated from Topic level)

Topic: Lesson 1: Locomotor/Non-Locomotor Movements

Minutes for Topic: 180

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.5.3.A \(Advanced\)](#) Recognize and use basic movement skills and concepts.

- locomotor movements (e.g., run, leap, hop)
- non-locomotor movements (e.g., bend, stretch, twist)
- manipulative movements (e.g., throw, catch, kick)
- relationships (e.g., over, under, beside)
- combination movements (e.g., locomotor, non-locomotor, manipulative)
- space awareness (e.g., self-space, levels, pathways, directions)
- effort (e.g., speed, force)

Unit: Unit 2 Kicking

Timeline: Week 5 to 7

Unit Description: To practice correct way to kick a ball and use foot control when using a ball.

Unit Essential Questions: What do you need to know to make good exercise choices?

Unit Big Ideas: Participation in physical activity promotes wellness and lifelong learning

Unit Assignments: Kicking accurate assessment

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.5.3.A \(Advanced\)](#) Recognize and use basic movement skills and concepts.

- locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative)
- space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

[10.5.3.B \(Advanced\)](#) Recognize and describe the concepts of motor skill development using appropriate vocabulary.

- form • developmental differences • critical elements • feedback

(* standards consolidated from Topic level)

Topic: Lesson 1: Kicking

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.5.3.B \(Advanced\)](#) Recognize and describe the concepts of motor skill development using appropriate vocabulary.

- form • developmental differences • critical elements • feedback

Topic: Lesson 2 Dribbling and Shooting

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.5.3.A \(Advanced\)](#) Recognize and use basic movement skills and concepts.

- locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

Unit: Unit 3: Throwing

Timeline: Week 8 to 10

Unit

Description: To practice correct form for underhand and overhand throwing

Unit Essential Questions:

What type of throw can you throw a ball the farthest?

Unit Big Ideas: Practicing throwing for wellness and lifelong activities

Unit

Assignments: underhand throwing cues checklist

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.3.D \(Advanced\)](#) Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

(* standards consolidated from Topic level)

Topic: Lesson 1: Overhand throw

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.3.D \(Advanced\)](#) Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

Topic: Lesson 2: Underhand throw

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

Unit: Unit 4 Volleying

Timeline: Week 11 to 13

Unit

Description: To practice the activity of volleying an object without it hitting the floor.

Unit Essential Questions: How can movement skills and concepts help you become a better mover?

Unit Big Ideas: To practice the skill of volleying to build basic skills

Unit

Assignments: Volleying cues checklist

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.5.3.D \(Advanced\)](#) Identify and use principles of exercise to improve movement and fitness activities.

- frequency - how often to exercise
- intensity - how hard to exercise
- time - how long to exercise
- type - what kind of exercise

(* standards consolidated from Topic level)

Topic: Lesson 1. Volleying

Minutes for Topic: 135

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.5.3.D \(Advanced\)](#) Identify and use principles of exercise to improve movement and fitness activities.

- frequency - how often to exercise
- intensity - how hard to exercise
- time - how long to exercise
- type - what kind of exercise

Unit: Unit 5. Hockey

Timeline: Week 14 to 16

Unit Description: Using an object such as a stick to dribble and strike. Hand eye coordination will be a focus.

Unit Essential Questions: How can skills from this sport help you in other activities?

Unit Big Ideas: Playing hockey will improve hand eye coordination

Unit Assignments: Hockey dribbling cues checklist

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.5.3.C \(Advanced\)](#) Know the function of practice.

(* standards consolidated from Topic level)

Topic: Lesson 1: Dribbling and Safety

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

Topic: Lesson 2 Shooting

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.5.3.C \(Advanced\)](#) Know the function of practice.

Unit: Unit 6: Jump Rope

Timeline: Week 20 to 22

Unit Description: To learn the basics of jump roping

Unit Essential Questions: What happens to our bodies when we are physically active?

Unit Big Ideas: Various physical activities promote physical fitness and health.

Unit Assignments: Basic health information questionnaire

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.3.E \(Advanced\)](#) Identify types and causes of common health problems of children.

- infectious diseases (e.g., colds, flu, chickenpox)
- noninfectious diseases (e.g., asthma, hay fever, allergies, Lyme disease)
- germs
- pathogens
- heredity

(* standards consolidated from Topic level)

Topic: Lesson 1: Jump Rope Basics

Minutes for Topic: 135

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.3.E \(Advanced\)](#)

Identify types and causes of common health problems of children.

- infectious diseases (e.g., colds, flu, chickenpox)
- noninfectious diseases (e.g., asthma, hay fever, allergies, Lyme disease)
- germs
- pathogens
- heredity

Unit: Unit 7 Track and Field

Timeline: Week 23 to 26

Unit

Description: To learn basic movements needed for track and field day

Unit Essential Questions: Why should you be physically active?

Unit Big Ideas: Practice outdoor activities while learning movements needed for track and field day

Unit

Assignments: Track and Field day events

STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

(* standards consolidated from Topic level)

Topic: Lesson 1: Track and Field events

Minutes for Topic: 180

STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

Unit: Unit 8: Tee Ball

Timeline: Week 31 to 33

Unit

Description: To learn hitting, catching, and tee ball rules

Unit Essential Questions: How can movement skills and concepts help you become a better mover?

Unit Big Ideas: Various physical activities promote physical fitness and health.

Unit

Assignments: Tee ball rules assignment

STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[10.3.3.C \(Advanced\)](#) Recognize conflict situations and identify strategies to avoid or resolve.

- walk away
- I-statements
- refusal skills
- adult intervention

[10.4.3.B \(Advanced\)](#) Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

(* standards consolidated from Topic level)

Topic: Lesson 1: Safety of Tee Ball

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.3.C \(Advanced\)](#) Recognize conflict situations and identify strategies to avoid or resolve.

- walk away • I-statements • refusal skills • adult intervention

Topic: Lesson 2 Hitting and Catching

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.B \(Advanced\)](#) Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

Unit: Unit 9: Gymnastics and Dance

Timeline: Week 34 to 36

Unit

Description: To practice basic movements and work on flexibility and rhythm.

Unit Essential Questions:

Why does flexibility help with fitness

Unit Big Ideas: To understand the importance of stretching and flexibility.

Unit

Assignments: Basic gymnastic movements assessment.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

[10.4.3.D \(Advanced\)](#) Identify likes and dislikes related to participation in physical activities.

(* standards consolidated from Topic level)

Topic: Lesson 1: Gymnastics basics and Safety

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.A \(Advanced\)](#) Identify and engage in physical activities that promote physical fitness and health.

Topic: Lesson 2: Dance

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.4.3.D \(Advanced\)](#) Identify likes and dislikes related to participation in physical activities.