Physical Education Grade 1
#5015030

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Educa program in accordance with the CPALMS.org Physical Education Benchmarks. The emphasis is on moving through space and time. Students will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students will participate in a variety of fitness development exercises. Students will learn playground rules and safety for self and others. Units of instruction may include but are not limited to social skill development, fitness, development of movement qualities, skill development and use of manipulatives.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self-Management (reducing risks)
- Advocacy (positive promotion, school and community rules.

Yearly Outlook

Quarter 1	Movement Competency M- (Learning goal) Students will	Cognitive Abilities

	movement concepts including the use of varied takeoff and landing patterns to jump, hop and leap.		component of health or fitness.	procedures and cooperating with others.
PE Quarter 2	Movement Competency M- (Learning goal) Students will	Cognitive Abilities C– (Learning goal) Students will	Lifetime Fitness L– (learning goal) Students will	Responsible Behaviors and Values R– (learning goal) Students will
Grade 1	o Successfully underhand and overhand throw and catch for accuracy and distance using correct technique. o Move in different directions to catch a variety of self-tossed objects.	o Recognize the concept and cues of using dominant and non-dominant hand/foot for throwing, striking and kicking.	o Identify activities that increase breathing and heart rate, discuss a physiological sign and how intensity affects heart rate.	o List a benefit resulting from cooperation and sharing during physical activity.

Grade 1	o Demonstrate ability to take weight into hands, balances, sequences and rolling activities.	o Identify technology that can be utilized to enhance physical activity.	o Identify benefits of strengthening muscles and proper flexibility.	o Identify ways to work cooperatively with a partner during physical activities.

Physical Education - Grade 1 (#5015030) **2022 - And Beyond (current)**

Course Standards

PE.1.R.5.2:	Use physical activity space safely and properly.
PE.1.R.5.3:	Demonstrate consideration of others while participating in physical activity.
PE.1.R.6.1:	Identify physical activity preferences.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: x Analyze the problem in a way that makes sense given the task. x Ask questions that will help with solving the task. x Build perseverance by modifying methods as needed while solving a challenging task. x Stay engaged and maintain a positive mindset when working to solve tasks. x Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: x Cultivate a community of growth mindset learners. x

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. x

	x Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: x Focus on relevant details within a problem. x Create plans and procedures to logically order events, steps or ideas to solve problems. x Decompose a complex problem into manageable parts. x Relate previously learned concepts to new concepts. x Look for similarities among problems. x Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect

x

	x Indicate how various concepts can be applied to other disciplines.

	will answer questions like “Why is the girl smiling?” or make predictions about what will happen on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use th
ELA.K12.EE.5.1:	

HE.1.P.8.1:	Encourage others to make positive health choices.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school settir

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELLs) to communicate for social and instructional purposes within the school setting. For the given level of English language proficie with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be accepted for this course:

Any field when certification reflects a bachelor or higher degree.

General Information

Course Path:

Course Number: 5015030