

**COLUMBIA BOROUGH SCHOOL DISTRICT  
CURRICULUM**

**Course/Subject Title:** Physical Education  
**Grade Level:** First  
**Content Area:** Physical Education

**State Standard Correlation:**

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Student will be competent in many movement activities.</p> <ul style="list-style-type: none"> <li>• Travel and change direction quickly in response to a signal.</li> <li>• Begin to identify and demonstrate 4 characteristics of a correct throw</li> <li>• Toss and catch alone or with a partner.</li> <li>• Kick a ball rolled to them.</li> <li>• Travel in relationship to objects – over, under, behind and through.</li> </ul>		<p>E</p> <p>I</p> <p>E</p> <p>E</p> <p>I</p>	<ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Follow the leader</li> <li>• Under/overhand throwing games Ex. "Clean Up Your Backyard", speed, distance and spontaneity.</li> <li>1. Sighting target</li> <li>2. Standing sideways to target with throwing arm in back</li> <li>3. Stepping with opposite leg from throwing arm.</li> <li>4. Follow through.</li> </ul>	<p>Teacher Observation/ Evaluation</p> <p>Advanced – The student is able to execute all movement activities using appropriate form and balance in a dynamic setting.</p> <p>Proficient – The student is able to execute all movement activities using appropriate form and balance in isolation.</p> <p>Basic – The student is able to execute movement activities with some form and balance in isolation.</p>

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<p>Student will understand how and why one moves in a variety of situations and will use this information to enhance his/her skills.</p>	<ul style="list-style-type: none"> <li>• Place the body and limbs in different positions, demonstrating low, middle, high levels.</li> <li>• Move backward and change direction safely without falling.</li> <li>• Balance on a variety of body parts.</li> </ul>		<ul style="list-style-type: none"> <li>• "Follow the Leader" with teacher/student demonstrating examples of balancing on one or more body parts.                      Ex. "put 3 body parts inside the hula hoop"                      "freeze on the polypot using a middle level stance", "statue game" -- make a twisted statue, round statue and wide statue.</li> </ul>	<p>Teacher Observation</p> <p>Advanced – The student is able to recognize the critical elements of movements and is able to apply these elements to enhance his/her skills.</p> <p>Proficient – The student understands the critical elements of movement in a variety of situations and can explain how it would enhance his/her skills.</p> <p>Basic – The student understands the critical elements of movement in a variety of situations.</p>

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<p>Student will be able to achieve and demonstrate a health-enhancing level of physical fitness and understand that it provides opportunity for enjoyment, challenge, and self-expression.</p>	<ul style="list-style-type: none"> <li>• Begin to recognize changes in their bodies, such as height/weight.</li> <li>• Identify oxygen and food as a fuel supply to the body for energy attainment.</li> <li>• Engage in sustained physical activity that causes an increased heart rate and breathing rate.</li> </ul>		<ul style="list-style-type: none"> <li>• Timed, sustained physical activity. Ex. large group games, “7 second tag” – jump rope, aerobics, yoga, pilates, dance and running.</li> <li>• Peer Observation – Before/after activity – discuss changes needed to be made as body works harder</li> <li>• Heart rate watches – record before/after</li> </ul>	<p>Teacher Observation</p> <p>Advanced – The student is able to recognize and incorporate personal health-enhancing physical fitness levels; and can identify and apply its value in one’s life.</p> <p>Proficient – The student is able to recognize and explain personal health-enhancing physical fitness levels and can identify its value in one’s life.</p> <p>Basic – The student is able to recognize personal health-enhancing physical fitness levels and can identify its value in one’s life.</p>

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<ul style="list-style-type: none"> <li>Participate in a wide variety of physical activities outside the physical education class.</li> <li>Show interest in trying new movement activities and skills.</li> <li>Identify how the body feels during different kinds of physical activity.</li> </ul>			<p>Ex. – Basketball                      4 square                      Hopscotch                      Tetherball                      Catch/throw                      T-ball                      Tag</p> <p>Ex. – “The Robot Walk”                      Gymnastic basics                      “Animal Moves”                      Dance moves “Stomp-Clap”</p> <p>Ex. – Running out of breath.                      Arm circle – tired shoulders.                      Jump rope – Heart rate increase</p>	<p>Teacher Evaluation</p> <p>Advanced – The student is able to demonstrate responsible personal behavior in all movement activities and apply those behaviors to new situations.</p> <p>Proficient – The student will be able to demonstrate responsible personal behavior while participating in most movement activities.</p> <p>Basic – The student is able to identify responsible personal behavior and can demonstrate this in some movement activities.</p>

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			Student survey – Identify activities outside school. Teacher Observation – trying new activities. Student - verbal feedback of body changes.	
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<p>The student will demonstrate responsible personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> <li>• Use equipment safely and responsibly.</li> <li>• Develop responsibility for expected behaviors in class and at recess.</li> <li>• Stop activity immediately at the whistle to do so.</li> </ul>		<p>Teach rules/procedures using poster            Hand out various pieces of equipment and allow students to demonstrate safe use.            Employ "clean-up" procedures.            Redirect behaviors when needed.            Review importance of rules often.            Play – "Stop-Go" whistle game.            Review Rule – "Whistle is only blown for stopping"</p>	<p>Teacher Observation/Evaluation            Advanced – The student is able to demonstrate responsible personal behavior in all movement activities and apply those behaviors to new situations.            Proficient – The student will be able to demonstrate responsible personal behavior while participating in most movement activities.            Basic – The student is able to identify responsible personal behavior and can demonstrate this in some movement activities.</p>

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<ul style="list-style-type: none"> <li>• Work in a group setting without interfering with others.</li> <li>• Take turns using a piece of equipment.</li> <li>• Interact positively with others regardless of personal differences or personal preferences.</li> </ul>			<p>Small Group Work            Ex. Basketball bounce passes, 1 ball for group of 4, rotate bouncer.            Ex. Softball underhand throw, 1 ball for group of 3, rotate thrower.            Ex. Soccer – toe kick into goal, 1 ball for group of 5.            Discuss Problem Solving Strategies – redo, letting others ahead of you, rock, paper, scissor, and bubble gum.            Teacher Observation in small groups – how things are being handled – step in when necessary to redirect.</p>	

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<p>Student will be able to understand the interrelationship between history and culture and games, sports, play and dance.</p>	<ul style="list-style-type: none"> <li>Identify variations in games and activities played in peers' homes and neighborhoods</li> <li>Learn about games from other cultures and parts of the world.</li> </ul>		<p>Teach Activities</p> <p>Asian Culture -- "Yoga"                      European Culture -- "Football -- soccer"                      American Culture -- "Baseball/Softball"                      Western Culture -- "Line Dances"                      Native American Culture -- "Stick ball"</p> <p>Discuss activities done at home                      -- Board/card games, kickball, skateboarding, modern dance, electric slide.                      Egyptian Dancing</p>	<p>Teacher Evaluation</p> <p>Advanced -- The student is able to explain and apply relationships between physical activity, cultures, and history.</p> <p>Proficient -- The student is able to explain most of the relationships between physical activities, culture, and history.</p> <p>Basic -- The student is able to explain some of the relationships between physical activity, culture, and history.</p>