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Vision: To Be a World-Class School System

Academic Plan

Curriculum and Staff Development Center

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| Course: | PE - 1st Grade - 50150101 |
| Textbook: | |
| School Year: | 2013 - 2014 |
| Revision Date: | Aug 11 2010 2:38PM |
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Quarterly Guides

| Quarter – 1 Guide | Quarter – 2 Guide |
|---|---|
| <ul style="list-style-type: none"> 1 - Safety Rules and Class Procedures 2 - Cooperation and Sportsmanship 3 - Spacial awareness 4 - Locomotor Skills 5 - Identifies Body parts 6 - Health related physical fitness | <ul style="list-style-type: none"> 1 - Review Safety Rules and Class Procedures 2 - Movement concepts and pathways 3 - Balance 4 - Manipulative Skills 5 - Health related physical fitness 6 - Locomotor Skills |
| Quarter – 3 Guide | Quarter – 4 Guide |
| <ul style="list-style-type: none"> 1 - Physical effects of exercise 2 - Pedestrian / bicycle / water safety 3 - Manipulative Skills 4 - Team/group ativities 5 - Non-Locomotor Skills | <ul style="list-style-type: none"> 1 - Nutrition 2 - Creative movement concepts 3 - Manipulative Skills 4 - Health related physical fitness |

Academic Plan

Narrative:

| Quarter - 1 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 Safety Rules and Class Procedures</p> <p>*Understands and practices emergency procedures.</p> <p>*Demonstrates the correct use of physical education equipment.</p> <p>*Understands rules, consequences, and fair play. *Understands the importance of following directions. *Understands the importance of keeping their hands and feet to themselves for safety.</p> <p>*Recognizes spacial awareness and ones own personal space.</p> | <p>directions; Fairness; General Space; listening; Personal Space; respect; rules; space; Sunscreen;</p> | <p>PE.1.C.1.2 Safety rules, class procedures, equipment rules;</p> <p>PE.1.R.1.1 Chooses playmates; PE.1.R.1.2 Cooperation and Sharing.; PE.1.R.1.3 Follows directions; PE.1.R.1.4 Use equipment safely and properly; PE.1.R.1.5 Consideration of others;</p> | | <p>Teacher created assessments and observations of students</p> |
| <p>2 COOPERATION AND SPORTSMANSHIP *Forms partnerships and teams.</p> <p>*Understands working together to create success within the activity</p> | <p>cooperation; goal; help; team;</p> | <p>PE.1.R.1.1 Chooses playmates; PE.1.R.1.2 Cooperation and Sharing.; PE.1.R.1.3 Follows directions; PE.1.R.1.5 Consideration of others;</p> | | <p>Teacher created assessments and observations of students</p> |

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| <p>3 SPACIAL AWARENESS *Demonstrate personal space / general space</p> | <p>General Space; Personal Space;</p> | <p>PE.1.R.1.4 Use equipment safely and properly; PE.1.M.1.13 Chase, flee, and dodge; PE.1.R.1.2 Cooperation and Sharing.; PE.1.R.1.3 Follows directions; PE.1.R.1.5 Consideration of others;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students _____</p> |
| <p>4 LOCOMOTOR SKILLS * Demonstrate a variety of locomotor skills *Change direction and pathways while performing locomotor skills *Vary the speed used when traveling through general space *Practice locomotor skills at a variety of speeds *Participates in low organized games to refine locomotor skills</p> | <p>Galloping; Hopping; Jumping; Leaping; Running; Skipping; sliding; Tagging; walk;</p> | <p>PE.1.C.1.1 Critical elements of locomotor skills.; PE.1.C.1.9 Movement concepts; PE.1.M.1.1 Locomotor skills while changing directions, pathways, and speeds; PE.1.M.1.13 Chase, flee, and dodge; PE.1.M.1.14 Takeoff and landing patterns;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students _____</p> |
| <p>5 IDENTIFIES BODY PARTS *Identify and recognize</p> | <p>ankle; back; chest; elbow; feet; fingers; hand; head; legs; neck; toe;</p> | <p>PE.1.L.2.7 Flexibility activities;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students _____</p> |
| <p>6 HEALTH RELATED PHYSICAL FITNESS *Identifies fitness components and related exercises *Identifies the changes that occur within the body with physical activity</p> | <p>cardiovascular respiratory; flexibility; Muscular Endurance; Muscular Strength;</p> | <p>PE.1.L.2.2 Health-related physical fitness consists of different components; PE.1.L.2.3 Physiological signs of physical activity; PE.1.R.2.1 Feelings during physical activity; PE.1.L.1.1 Moderate to vigorous physical activity</p> | <p>_____</p> | <p>Teacher created assessments and observations of students _____</p> |

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Academic Plan

Narrative:

| Quarter - 2 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 REVIEW SAFETY RULES AND CLASS PROCEDURES *</p> <p>Understands the rules / goals of the learning environment</p> <p>*Demonstrates proper use of equipment</p> | <p>directions; Fairness; General Space; listening; Personal Space; respect; rules; space; Sunscreen;</p> | <p>PE.1.C.1.2 Safety rules, class procedures, equipment rules; PE.1.R.1.1 Chooses playmates; PE.1.R.1.2 Cooperation and Sharing.; PE.1.R.1.3 Follows directions; PE.1.R.1.4 Use equipment safely and properly; PE.1.R.1.5 Consideration of others;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |
| <p>2 MOVEMENT CONCEPTS AND PATHWAYS</p> <p>*Recognize and identify movements the body can make *Travels in a variety of pathways while using a variety of locomotor skill</p> | <p>dance; directions; effort; force; movement; Pathway; time;</p> | <p>PE.1.C.1.9 Movement concepts; PE.1.M.1.10 Perform a self-designed creative movement/dance sequence; PE.1.R.1.4 Use equipment safely and properly;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |
| <p>3 BALANCE *Understands weight distribution *Uses a variety of body parts to balance at a variety of levels *Balances on a variety of body parts while varying the number of body part and their placement</p> | <p>balance; weight;</p> | <p>PE.1.M.1.11 Sequence of a balance, a roll, and a different balance; PE.1.M.1.12 Take weight onto hands;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |

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| <p>4 MANIPULATIVE SKILLS *Demonstrate a variety of skills using all portions of the kicking foot while balance on their stabilizing foot *Uses a variety of body parts to repeatedly stike and object (ball) *passes a ball to a partner or teammates.</p> | <p>Climbing; fast; Galloping; High Level; Hopping; Jumping; Leaping; Running; Skipping; sliding; Slow; Tagging; Walking;</p> | <p>PE.1.C.1.8 ; PE.1.M.1.8 Underhand throwing motion for accuracy using correct technique;</p> | <p>_____</p> <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |
| <p>5 HEALTH RELATED FITNESS *Understand the relationship between exercise and cardiovascular fitness</p> | <p>cardiovascular respiratory; Cool-Down; exercise; Physical Activity; Warm-up;</p> | <p>PE.1.C.1.5 Identify the importance warm-up and cool-down exercises; PE.1.L.1.1 Moderate to vigorous physical activity (MVPA); PE.1.L.1.3 Set physical activity goals; PE.1.L.1.4 Physical activity outside of school; PE.1.L.2.6 Cardio respiratory benefits;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |
| <p>6 LOCOMOTOR SKILLS *Demonstrate a variety of locomotor skills *Applies locomotor skills to low organized games</p> | <p>Gallop; hop; jump; run; skip; walk;</p> | <p>PE.1.C.1.1 Critical elements of locomotor skills.; PE.1.M.1.1 Locomotor skills while changing directions, pathways, and speeds;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |

Academic Plan

Narrative:

| Quarter - 3 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 PHYSICAL EFFECTS OF EXERCISE *Understands the benefits of physical activity *Identifies the physiological changes that occur in the body during exercise *Defines moderate to vigorous physical activity *Recognize activities that will improve muscular strength and endurance</p> | exercise; Physical Activity; | <p>PE.1.L.2.5 Heart beats faster during more intense physical activity; PE.1.L.1.1 Moderate to vigorous physical activity (MVPA); PE.1.L.1.5 Health benefits of physical activity; PE.1.L.2.3 Physiological signs of physical activity; PE.1.L.2.4 Changes in heart rate before, during, and after physical activity;</p> | | Teacher created assessments and observations of students |
| <p>2 PEDESTRIAN / BICYCLE / WATER SAFETY *Identify correct procedures for safe travel *Interprets basic knowledge for water safety rules</p> | Cross Walk; Personal Flotation Device (PFD); Traffic Light; Traffic Sign; | <p>PE.1.C.1.4 Rules for safe water activities; PE.1.L.1.6 Identify edges, pedestrians, vehicles, and traffic; PE.1.M.1.6 Basic water skills;</p> | United States Army Corp of Engineers- Water Safety Program www.cdc.gov/nccdphp/dnpa/kidswalk ; | Teacher created assessments and observations of students |
| <p>3 MANIPULATIVE SKILLS *Catch a variety of self tossed objects *Catch a variety of partner tossed objects *Use an underhand throw towards a partner or target *Use an overhandhand throw towards a partner or target *Throw and/or</p> | catch; Throw; toss; | <p>PE.1.M.1.7 Catch a variety of self-tossed objects; PE.1.M.1.8 Underhand throwing motion for accuracy using correct technique; PE.1.M.1.9 ;</p> | | Teacher created assessments and observations of students |

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| <p>catch a variety of objects in a low organized game</p> | | | | |
| <p>4 TEAM/GROUP ACTIVITIES *Participate as a team member in a low organized team activity *Use good sportsmanship with own team and the opposing team *Follows rules and consequences of activities</p> | <p>consequence; cooperation; fair; honest; rules; share; team;</p> | <p>PE.1.R.1.3 Follows directions; PE.1.R.1.5 Consideration of others; PE.1.R.2.1 Feelings during physical activity; PE.1.R.2.2 Identify physical activity preferences; PE.1.R.2.3 Learning new movement skills;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |
| <p>5 NON-LOCOMOTOR SKILLS *Demonstrate a variety of non locomotor skills in personal space *Uses non locomotor skills in dance and creative movement</p> | <p>Bending; curl; Stretching; sway; Turning; Twisting;</p> | <p>PE.1.M.1.7 Catch a variety of self-tossed objects; PE.1.M.1.8 Underhand throwing motion for accuracy using correct technique; PE.1.M.1.9 ;</p> | <p>_____</p> | <p>Teacher created assessments and observations of students</p> <p>_____</p> |

Academic Plan

Narrative:

| Quarter - 4 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| 1 NUTRITION *Understand the categories of the food pyramid *Recognize the importance of healthy eating choices and maintaining a healthy body weight | fruit; grains; meats & beans; milk; oils; vegetable; | PE.1.L.2.8 Name the food groups; | www.mypyramid.gov ; | Teacher created assessments and observations of students |
| 2 CREATIVE MOVEMENT CONCEPTS *Demonstrates the proper steps needed to perform activity *Designs a movement or dance sequence using teacher designated movement concepts *Participates in teacher led movement sequences and dances *Understands how gymnastics help in the development of motor skills | creative; dance; movement; performance; roll; sequence; shape; | PE.1.C.1.9 Movement concepts; PE.1.M.1.1 Locomotor skills while changing directions, pathways, and speeds; PE.1.M.1.11 Sequence of a balance, a roll, and a different balance; PE.1.R.2.3 Learning new movement skills; PE.1.C.1.6 ; PE.1.C.1.7 ; PE.1.M.1.10 Perform a self-designed creative movement/dance sequence; | www.americanheart.org ; | Teacher created assessments and observations of students |
| 3 MANIPULATIVE SKILLS *Strike a variety of objects with various body parts *Strike a variety of objects with short handled implements *Strike an | bat; Dominant; force; Non-Dominant; strike; | PE.1.C.1.8 ; PE.1.M.1.2 Strike an object upward using body parts; PE.1.M.1.4 Strike a stationary object using a modified long-handled implement; | | Teacher created assessments and observations of students |

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| <p>object upward *Strike a lightweight object with a paddle *Strike a stationary object</p> | | <p>PE.1.M.1.3 ;</p> | | |
| <p>4 HEALTH RELATED PHYSICAL FITNESS *Set a physical activity goal *Recognize that health related physical fitness is comprised of different components *Identify activities outside of school that can be participated in to enhance fitness *Identify and demonstrate muscle strengthening activities</p> | <p>fitness; goal; muscle; strength;</p> | <p>PE.1.L.1.3 Set physical activity goals; PE.1.L.1.4 Physical activity outside of school; PE.1.L.2.1 Strengthening muscles; PE.1.L.2.2 Health-related physical fitness consists of different components;</p> | | <p>Teacher created assessments and observations of students</p> |