

LITTLE ROCK SCHOOL DISTRICT

August 2012

Physical Education and Health Curriculum Map

First Grade

Little Rock School District

Grade 1 Physical Education

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation/Personal Space/General Space	<p>PEL Curriculum Framework (2011):</p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL.1.1.1 Perform various movements of body parts</p>	Do students understand the difference between personal and general space?	Teacher Observation	<p>SPARK PE Curriculum K-2</p> <p>See TABS in your Spark Program Manual to locate resources for each unit.</p>
September	Week 3 and 4 Locomotor Skills, Levels/Directions	<p>PEL.2.1.3 Apply <i>locomotor</i> movement in various activities (e.g., <i>rhythms</i>, relays)</p>	Can students perform various locomotor skills at different levels/directions?	Teacher Observation	
	Week 5 and 6 Space/Tempo/ Pathways/ Creative moves	<p>PEL.1.1.2 Move in various directions and through various pathways in regard to other students and objects (e.g., chase/flee, obstacles/obstacle courses)</p> <p>PEL.1.1.3 Perform any combination of the following <i>non-locomotor</i> movements (e.g., bend and stretch, twist and turn, push and pull)</p>	Can students respond appropriately to cues involving space/tempo/pathways and creative moves?	Teacher Observation	<p>SPARK PE Curriculum K-2</p> <p>SPARK PE Curriculum K-2</p>

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October	Week 7 Body Management/ Balance	PEL.3.1.8 Recognize benefits related to <i>muscular strength</i> (e.g., good posture, strong arms, strong legs, endurance)	Are the activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2
	Week 8 and 9 Kicking/Trapping	PEL.1.1.12 Move toward a stationary ball and kick using the dominant foot PEL.1.1.13 <i>Trap</i> and pass a ball with a partner, using feet	Can students receive passes, trap and control balls in different ways?	Teacher Observation	SPARK PE Curriculum K-2
	Week 10 and 11 Striking	PEL.1.1.9 Demonstrate side orientation and proper grip when striking an object	Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?	Teacher Observation	SPARK PE Curriculum K-2
November	Week 12 and 13 Dribbling	PEL.1.1.8 Dribble with one hand in self-space while keeping control of the ball PEL.1.1.11 Move a ball using either foot while keeping the ball in control	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum K-2

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	Week 14 and 15 Volleying	PEL.1.1.10 Volley an object, maintaining control, with the hands, arms, or racquet	Can the students volley an object with various body parts at varying levels?	Teacher Observation	SPARK PE Curriculum K-2
December	Week 16 and 17 Dance/Rhythm	PEL.1.1.4 Perform body movement through music, beat, and <i>rhythm</i> PEL.2.1.2 Apply basic body movement patterns using verbal cues or music (e.g., "hokey pokey," alphabet shapes) PEL.3.1.5 Understand that body mass is composed of muscles, bones, fluids, organs, and fat	Is a child's creative potential enhanced through music, dance and rhythmic forms?	Teacher Observation	SPARK PE Curriculum K-2
December/ January	Week 18 and 19 Stunts/Tumbling	PEL.3.1.7 Practice teacher-led stretching techniques appropriate to activity, to improve range of motion PEL.4.1.1 Recognize <i>health</i> benefits of active play: <ul style="list-style-type: none"> • strong muscles • oxygen to the brain sense of well being	Are stunts and tumbling activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2

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January	Week 20 and 21 Parachute	<p>PEL.5.1.1 Recognize acceptable behaviors while participating in physical activities</p> <p>PEL.5.1.3 Understand sharing is an essential element for a productive climate in group settings</p>	Are parachute activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum K-2
January/ February	Week 22, 23 and 24 Manipulatives/ Speed Stacks	<p>PEL.2.1.1 Distinguish between upper, lower, left, and right body parts</p> <p>PEL.5.1.2 Share equipment safely and properly with a partner or group</p>	Are students' kinesthetic experiences enhanced while using a variety of manipulatives?	Teacher Observation	SPARK PE Curriculum K-2
February	Week 25 and 26 Jumping	<p>PEL.3.1.1 Show where the heart is located and describe its approximate size and shape</p> <p>PEL.3.1.2 Understand that the heart is a muscle that pumps blood throughout the body</p>	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum K-2

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March	Week 27 and 28 Chasing/Fleeing	<p>PEL.3.1.3 Recognize the change in breathing, heartbeat, and body temperature during moderate and vigorous activity</p> <p>PEL.3.1.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance</p>	Are students' participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum K-2
March/ April	Week 29 and 30 Catching/Throwing	<p>PEL.1.1.5 Step using the foot opposite the throwing hand (e.g., overhand and underhand throwing)</p> <p>PEL.1.1.6 Catch a bounced ball</p> <p>PEL.1.1.7 Catch a ball thrown underhand</p>	Can students successfully roll, throw, and catch an object?	Teacher Observation	SPARK PE Curriculum K-2
April	Week 31 and 32 Games	<p>PEL.2.1.4 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i></p>	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum K-2
May	Week 33 and 34 Fitness/Flexibility/ Circuits	<p>PEL.3.1.9 Recognize benefits related to <i>muscular endurance</i></p>	Are students being encouraged to meet the fitness level and social structure of the activities?	Teacher Observation	SPARK PE Curriculum K-2

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	<p>Week 35 and 36 Fitness Assessments/ Games</p>	<p>PEL.3.1.10 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	<p>Can students perform the activities required to participate in the Fitnessgram Assessment?</p>	<p>Teacher Observation Fitnessgram</p>	<p>SPARK PE Curriculum K-2 Fitnessgram</p>