

## First Grade, Physical Education, Quarter 1

### Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Locomotor

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.1 Hop (one foot), gallop, slide, skip</b> MS.1.1 Hops, gallops, and slides using a mature pattern.*</p> <p><b>MS.2 Jog, run</b> MS.2.1 Travels showing differentiation between jogging and running.</p> <p><b>MS.3 Jump &amp; Land for distance (horizontal)</b> MS.3.1 Jumps and lands with two feet with proper preparation (arms back &amp; knees bent) and lands softly with knees bent.</p> <p><b>MS.4 Jump &amp; Land for height (vertical)</b> MS.4.1 Jumps with proper preparation (arms back &amp; knees bent) and lands softly with knees bent.</p>	<p><b>MS.1</b> I can hop, gallop, slide and skip.</p> <p><b>MS.2</b> I can jog and run.</p> <p><b>MS.3</b> I can jump forward and land with two feet.</p> <p><b>MS.4</b> I can jump high and land with two feet.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MKA.1 Space awareness (location)</b>  MKA.1.1a Describes general and self- space.  MKA.1.1b Maintains self- space while Traveling in general space.</p> <p><b>MKA.2 Space awareness (pathways, levels, directions)</b>  MKA.2.1a Describes low, medium, and high levels.  MKA.2.1b Demonstrates low, medium, and high levels while in self- space and general space.</p> <p><b>PSR.1 Personal Responsibility</b>  PSR.1.1 Accepts personal responsibility by appropriately using equipment and space.</p> <p><b>PSR.2 Feedback</b>  PSR.2.1 Responds appropriately to teacher feedback.</p> <p><b>PSR.3 Working with others</b>  PSR.3.1 Works appropriately with others in a variety of class environments.</p> <p><b>PSR.4 Procedures &amp; Rules</b>  PSR.4.1 Adheres to procedures and rules in the learning environment.</p> <p><b>PSR.5 Safety</b>  PSR.5.1 Participates safely and uses equipment properly.</p> <p><b>VPA.1 Appreciation</b>  VPA.1.1 Describes positive feelings that result from participation</p>	<p><b>MKA.1</b>  I can explain general and self-space.  I can stay in self-space while moving with others.</p> <p><b>MKA.2</b>  I can explain low, medium and high levels. I can move in low, medium and high levels.</p> <p><b>PSR.1</b>  I can play with the equipment carefully and correctly.</p> <p><b>PSR.2</b>  I can listen and do what the teacher asks.</p> <p><b>PSR.3</b>  I can work with others.</p> <p><b>PSR.4</b>  I know class procedures. I can follow the rules.</p> <p><b>PSR.5</b>  I can participate safely. I can take care of the equipment.</p> <p><b>VPA.1</b>  I can name reasons why I like participating.</p>

Standards	Student Friendly "I Can" Statements
<p>in physical activity.</p> <p><b>VPA.2 Challenge</b> VPA.2.1 Exhibits a willingness to attempt new or challenging experiences.</p>	<p><b>VPA.2</b> I can try new activities.</p>

## 1<sup>st</sup> Grade, Physical Education, Quarter 2

### Big Ideas/Key Concepts:

**Component 1: Motor Skills (MS) -- Subcomponent: Non-locomotor or Educational Gymnastics, Manipulative Skills**

**Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts**

**Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge**

**Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety**

**Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge**

Standards	Student Friendly “I Can” Statements
<p><b>MS.6 Balance</b> MS.6.1 Maintains stillness on various bases of support (body parts) using different body shapes.</p> <p><b>MS.7 Weight Transfer &amp; Rolling (optional)</b> MS.7.1a Transfers weight from hands and feet to hands only for momentary weight support. MS.7.1b Performs a forward roll or shoulder roll in a tucked position (chin to chest).</p> <p><b>MS.9 Underhand throw</b> MS.9.1a Throws underhand while facing target and using foot opposition. MS.9.1b Rolls object underhand in a forward direction.</p>	<p><b>MS.6</b> I can balance in different shapes using different body parts.</p> <p><b>MS.7</b> I can do a donkey kick. I can do a forward roll and/or a shoulder roll.</p> <p><b>MS.9</b> I can face a target, step with my opposite foot and throw underhand. I can roll underhand forward.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.10 Overhand throw</b> MS.10.1 Demonstrates difference between overhand and underhand arm motion (overhead release versus waist level release).</p> <p><b>MS.11 Catching</b> MS.11.1 Catches a self-tossed object.</p> <p><b>MKA.3 Effort: speed and force</b> MKA.3.1a Describes different speeds and forces. MKA.3.1b Demonstrates slow and fast speeds.</p> <p><b>MKA.4 Relationships (body shapes, with objects, with people)</b> MKA.4.1a Describes relationships with objects or people (over, around, under, through). MKA.4.1b Demonstrates a variety of relationships with objects or people (over, around, under, through).</p> <p><b>FPA.1 Health-related fitness</b> FPA.1.1 Identifies the heart as a muscle that grows stronger with play and physical activity.</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.1 Accepts personal responsibility by appropriately using equipment and space.</p> <p><b>PSR.2 Feedback</b> PSR.2.1 Responds appropriately to teacher feedback.</p> <p><b>PSR.3 Working with others</b> PSR.3.1 Works appropriately with others in a variety of class</p>	<p><b>MS.10</b> I can throw overhand and underhand.</p> <p><b>MS.11</b> I can toss and catch.</p> <p><b>MKA.3</b> I can explain fast/slow and hard/soft. I can move slow and fast.</p> <p><b>MKA.4</b> I can explain moving over, around, under and through others. I can move over, around, under and through others.</p> <p><b>FPA.1</b> I can explain that the heart is a muscle and gets stronger by moving.</p> <p><b>PSR.1</b> I can play with the equipment carefully and correctly.</p> <p><b>PSR.2</b> I can listen and do what the teacher asks.</p> <p><b>PSR.3</b> I can work with others.</p>

Standards	Student Friendly "I Can" Statements
<p>environments.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.1 Adheres to procedures and rules in the learning environment.</p> <p><b>PSR.5 Safety</b> PSR.5.1 Participates safely and uses equipment properly.</p> <p><b>VPA.1 Appreciation</b> VPA.1.1 Describes positive feelings that result from participation in physical activity.</p> <p><b>VPA.2 Challenge</b> VPA.2.1 Exhibits a willingness to attempt new or challenging experiences.</p>	<p><b>PSR.4</b> I know class procedures. I can follow the rules.</p> <p><b>PSR.5</b> I can participate safely. I can take care of the equipment.</p> <p><b>VPA.1</b> I can name reasons why I like participating.</p> <p><b>VPA.2</b> I can try new activities.</p>

## First Grade, Physical Education, Quarter 3

### Big Ideas/Key Concepts:

**Component 1: Motor Skills (MS) -- Subcomponent: Dance/Rhythmic Activities, Manipulative Skills**

**Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts**

**Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge**

**Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety**

**Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge**

Standards	Student Friendly “I Can” Statements
<p><b>MS.5 Dance</b> MS.5.1 Combines beat awareness with locomotor and nonlocomotor movements.</p> <p><b>MS.13 Dribbling with hands</b> MS.13.1 Dribbles continuously in self-space using finger pads and appropriate force.</p> <p><b>MS.14 Dribbling with feet</b> MS.14.1 Dribbles (taps) a ball with inside of feet while walking.</p> <p><b>MS.15 Kicking (force or distance)</b> MS.15.1 Approaches stationary ball with non-kicking foot beside the ball and making contact with shoelaces.</p>	<p><b>MS.5</b> I can move to a beat.</p> <p><b>MS.13</b> I can dribble continuously in my own space.</p> <p><b>MS.14</b> I can a ball with my feet while walking</p> <p><b>MS.15</b> I can kick a ball with my shoelaces.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.16 Passing &amp; receiving with feet</b> <i>Developmentally appropriate at grade 2</i></p> <p><b>MS.20 Jumping Rope</b> MS.20.1a Completes a forward OR backward jump using a self-turned rope. MS.20.1b Continuously jumps a long rope with teacher-assisted turning.</p> <p><b>MKA.5 Movement principles (base of support, muscle tension, ready position)</b> MKA.5.1a Contrasts the stability of wide and narrow bases of support. MKA.5.1b Differentiates wide and narrow bases of support.</p> <p><b>FPA.1 Health-related fitness</b> FPA.1.1 Identifies the heart as a muscle that grows stronger with play and physical activity.</p> <p><b>FPA.2 Physical activity</b> FPA.2.1 Discusses the benefits of being active/playing.</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.0 Follows directions with few prompts (e.g., safe behaviors, taking turns).</p> <p><b>PSR.2 Feedback</b> PSR.2.0 Actively listens to teacher feedback.</p>	<p><b>MS.16</b> n/a</p> <p><b>MS.20</b> I can jump a rope forward or backward. I can continuously jump a turned rope.</p> <p><b>MKA.5</b> I can show a wide and narrow balance.</p> <p><b>FPA.1</b> I can explain that the heart is a muscle and gets stronger by moving.</p> <p><b>FPA.2</b> I can explain why being active is good for me.</p> <p><b>PSR.1</b> I can play with the equipment carefully and correctly.</p> <p><b>PSR.2</b> I can listen and do what the teacher asks.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.3 Working with others</b> PSR.3.0 Shares equipment with others.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.0 Recalls procedures and rules in the learning environment.</p> <p><b>PSR.5 Safety</b> PSR.5.0 Participates safely and uses equipment properly with few reminders.</p> <p><b>VPA.1 Appreciation</b> VPA.1.0 Recognizes and participates in physical activity for enjoyment.</p> <p><b>VPA.2 Challenge</b> VPA.2.0 Acknowledges some physical activities are challenging/difficult.</p>	<p><b>PSR.3</b> I can work with others.</p> <p><b>PSR.4</b> I know class procedures. I can follow the rules.</p> <p><b>PSR.5</b> I can participate safely. I can take care of the equipment.</p> <p><b>VPA.1</b> I can name reasons why I like participating.</p> <p><b>VPA.2</b> I can try new activities.</p>

## 1<sup>st</sup> Grade, Physical Education, Quarter 4

### Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Analysis & Strategies

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p><b>MS.12 Passing &amp; Receiving with Implements or Hands</b> Developmentally appropriate at grade 3</p> <p><b>MS.17 Striking with Hand(s)</b> MS.17.1 Strikes an object with an open palm (forward, upward).</p> <p><b>MS.18 Striking, short implement</b> MS.18.1 Strikes a lightweight object with a short- handled implement sending it upward.</p> <p><b>MS.19 Striking, long implement</b> Developmentally appropriate at grade 2</p> <p><b>MKA.6 Performance Cues</b> MKA.6.1 Identifies performance cues of locomotor and manipulative skills.</p>	<p><b>MS.12</b> n/a</p> <p><b>MS.17</b> I can strike a ball or balloon up in the air and/or down to the ground using the palm of my hand.</p> <p><b>MS.18</b> I can strike a balloon or ball up in the air using a paddle.</p> <p><b>MS.19</b> n/a</p> <p><b>MKA.6</b> I can name teacher cues for skills.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MKA.7 Simple Strategies</b> Developmentally appropriate at grade 2</p> <p><b>PSR.1 Personal Responsibility</b> PSR.1.1 Accepts personal responsibility by appropriately using equipment and space.</p> <p><b>PSR.2 Feedback</b> PSR.2.1 Responds appropriately to teacher feedback.</p> <p><b>PSR.3 Working with others</b> PSR.3.1 Works appropriately with others in a variety of class environments.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.1 Adheres to procedures and rules in the learning environment.</p> <p><b>PSR.5 Safety</b> PSR.5.1 Participates safely and uses equipment properly.</p> <p><b>VPA.1 Appreciation</b> VPA.1.1 Describes positive feelings that result from participation in physical activity.</p> <p><b>VPA.2 Challenge</b> VPA.2.1 Exhibits a willingness to attempt new or challenging experiences.</p>	<p><b>MKA.7</b> n/a</p> <p><b>PSR.1</b> I can play with the equipment carefully and correctly.</p> <p><b>PSR.2</b> I can listen and do what the teacher asks.</p> <p><b>PSR.3</b> I can work with others.</p> <p><b>PSR.4</b> I know class procedures. I can follow the rules.</p> <p><b>PSR.5</b> I can participate safely. I can take care of the equipment.</p> <p><b>VPA.1</b> I can name reasons why I like participating.</p> <p><b>VPA.2</b> I can try new activities.</p>