

Physical Education Grade 1

#5015030

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education 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 they 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

PE Quarter 1	<u>Movement Competency</u> M- (Learning goal) Students will:	<u>Cognitive Abilities</u> C – (Learning goal) Students will:	<u>Lifetime Fitness</u> L – (learning goal) Students will:	<u>Responsible Behaviors and Values</u> R – (learning goal) Students will:
Grade 1	○ Safely travel using a variety of critical elements of locomotor skills and	○ Use skill cues to follow teacher instruction and improve performance	○ Identify a moderate and vigorous physical activity and name a benefit to	○ Identify a benefit of learning new movement skills, safety rules and

	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	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>
Grade 1	<ul style="list-style-type: none"> ○ Successfully underhand and overhand throw and catch for accuracy and distance using correct technique. ○ Move in different directions to catch a variety of self-tossed objects. 	<ul style="list-style-type: none"> ○ Recognize the concept and cues of using dominant and non-dominant hand/foot for throwing, striking and kicking. 	<ul style="list-style-type: none"> ○ Identify activities that increase breathing and heart rate, discuss a physiological sign and how intensity affects heart rate. 	<ul style="list-style-type: none"> ○ List a benefit resulting from cooperation and sharing during physical activity.
PE Quarter 3	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>
Grade 1	<ul style="list-style-type: none"> ○ Strike an object upward and continuously with body parts and paddle/racket as well as a stationary object using a modified, long handled implement accurately. ○ Dribble an object with hands or feet while demonstrating control in general space. 	<ul style="list-style-type: none"> ○ Identify a warm up and cool down activity. 	<ul style="list-style-type: none"> ○ Identify opportunities for involvement in physical activities after the school day. 	<ul style="list-style-type: none"> ○ Identify a benefit of trying new movement and motor skills even when not successful on the first try.
PE Quarter 4	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>

Grade 1	○ Demonstrate ability to take weight into hands, balances, sequences and rolling activities.	○ Identify technology that can be utilized to enhance physical activity.	○ Identify benefits of strengthening muscles and proper flexibility.	○ Identify ways to work cooperatively with a partner during physical activities.
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Physical Education - Grade 1 (#5015030) 2022 - And Beyond (current)

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Course Standards

Name	Description
PE.1.C.2.1:	Identify the critical elements of locomotor skills.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities.
PE.1.C.2.3:	Identify technology that can be utilized to enhance physical activity.
PE.1.C.2.4:	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
PE.1.C.2.5:	Recognize the importance of practicing to improve performance.
PE.1.C.2.6:	Use skill cues to improve performance.
PE.1.C.2.7:	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
PE.1.C.2.8:	Identify movement concepts.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises.
PE.1.L.3.1:	Identify a moderate physical activity.
PE.1.L.3.2:	Identify a vigorous physical activity.
PE.1.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.1.L.3.4:	Identify opportunities for involvement in physical activities after the school day.

PE.1.L.3.5:	Set physical-activity goals.
PE.1.L.3.6:	Identify the health benefits of physical activity.
PE.1.L.3.7:	Identify edges, pedestrians, vehicles and traffic.
PE.1.L.4.1:	Identify a benefit of strengthening muscles.
PE.1.L.4.2:	Identify the components of health-related physical fitness.
PE.1.L.4.3:	Identify the changes in heart rate before, during and after physical activity.
PE.1.L.4.4:	Identify the difference in the activity of the heart during rest and while physically active.
PE.1.L.4.5:	Discuss the physiological signs of physical activity.
PE.1.L.4.6:	Identify how to properly flex and extend body parts to promote flexibility.
PE.1.L.4.7:	Identify the food groups.
PE.1.M.1.1:	Travel using various locomotor skills while changing directions, pathways and speeds.
PE.1.M.1.2:	Strike an object upward using body parts.
PE.1.M.1.3:	Strike a lightweight object upward continuously using a paddle/racket.
PE.1.M.1.4:	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
PE.1.M.1.5:	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6:	Demonstrate a variety of basic water skills.
PE.1.M.1.7:	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8:	Demonstrate an underhand-throwing motion for accuracy using correct technique.
PE.1.M.1.9:	Demonstrate an overhand-throwing motion for distance using correct technique.
PE.1.M.1.10:	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll and a different balance.
PE.1.M.1.12:	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13:	Chase, flee and dodge to avoid or catch others.
PE.1.M.1.14:	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
PE.1.R.5.1:	List a benefit resulting from cooperation and sharing during physical activity.

[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.

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

[MA.K12.MTR.2.1:](#)

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

[MA.K12.MTR.6.1:](#)

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

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

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students

[ELA.K12.EE.3.1:](#)

will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety 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.

[ELA.K12.EE.4.1:](#)

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.5.1:](#)

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELA.K12.EE.6.1:](#)

[HE.1.B.5.2:](#)

Identify healthy options to health-related issues or problems.

[HE.1.C.1.3:](#)

Describe ways to prevent common communicable diseases.

[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 setting.

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 (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and 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://cpalmsmediaproduct.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 acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

General Information

Course Number: 5015030

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades
PreK to 5 Education Courses > **Subject:**
Physical Education > **SubSubject:** General >

Abbreviated Title: PHYSICAL
EDUCATION 1

Course Attributes:

- Florida Standards Course

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Course Status: State Board Approved

Grade Level(s): 1

There are more than 963 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21369](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21369)

