

**Van Buren Intermediate School District
Physical Education Curriculum
First Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

According to the National Association for Sport and Physical Education (2004) and the Michigan Department of Education (2007), a physically educated person:

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Grade Level Content Expectations are expressed as follows: M.MC.01.01. This would be interpreted as:

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| M | Motor Skills and Movement Patterns |
| MC | Movement Concepts Domain |
| 01 | First Grade Expectation |
| 02 | First Expectation in the Grade Level Motor Skills Domain |

Strands

Motor Skills and
Movement Patterns
(M)

Content Knowledge
(K)

Fitness and Physical
Activity
(A)

Personal/Social
Behaviors and Values
(B)

Domains

- | | | | |
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| <ul style="list-style-type: none"> - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) | <ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) | <ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) | <ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) |
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It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

K-2 Content

Spatial Concepts

- General
- Self Space
- Level
- Direction (Forward, Backward, Sideward, Up, Down, Diagonal)
- Speed
- Effort (Force)
- Pathway

Manipulative Concepts

- Underhand throw
- Roll
- Overhand Throw
- Underhand catch
- Overhead catch
- Striking (Overhead, horizontal)
- Striking
- Hand dribble
- Foot dribble

Locomotor Skills

- Even Rhythm
 - o Walk
 - o Run
 - o Jump
 - o Hop
 - o Leap
- Uneven Rhythm
 - o Gallop
 - o Slide
 - o Skip

Fitness

- Strength
- Cardiovascular Endurance
- Flexibility

Non-Manipulative

- Rocking
- Twisting
- Curling
- Bending
- Straightening
- Tumbling

Rhythmic Activities

- Lummi Sticks
- Tinikling
- Hoops
- Parachute
- Jump Rope

Personal-Social Skills

- Responsibility
- Best Effort
- Cooperation
- Compassion

Grade One

Grade Level Content Expectations

| Strand 1: Motor Skills & Movement Patterns | Content | Objectives |
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| <i>Movement Concepts</i> | <i>Movement Concepts</i> | <i>Movement Concepts</i> |
| M.MC.01.01: Demonstrate incomplete and inconsistent elements of space awareness location movement concepts such as self-space, personal space, and general space in isolated settings. | Spatial Concepts General Space Self-Space Follow the Leader | Student will demonstrate comprehension of spatial concepts (general/self) by answering correct concept in response to movement challenges presented by the instructor during class activities 2/3 trials |

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| <p>M.MC.01.02: Demonstrate incomplete and inconsistent elements of space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.</p> | <p>Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities</p> | <p>Student will demonstrate comprehension of locomotive concepts (back, front, beside, top, bottom, over, under, round and through) by answering correct concept in response to movement challenges presented by instructor during class activities 2/3 trials.</p> |
| <p>M.MC.01.03: Demonstrate incomplete and inconsistent elements of space awareness level movement concepts such as low, medium, and high in isolated settings.</p> | <p>Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities</p> | <p>Student will demonstrate comprehension of levels (high, medium, low) by answering correct concept in response to movement challenges presented by the instructor during class activities 2/3 trials.</p> |
| <p>M.MC.01.04 : Demonstrate incomplete and inconsistent elements of space awareness pathways movement concepts such as straight, curved, and zigzag in isolated settings.</p> | <p>Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Taxi, Airplanes</p> | <p>Student will demonstrate comprehension of selected pathway (straight, curved, zig-zag) by hopping in general space in response to challenge presented by the instructor during class activities on two of three trials.</p> |
| <p>M.MC.01.05: Demonstrate incomplete and inconsistent elements of space awareness extensions movement concepts such as large/small and far/near in isolated settings.</p> | <p>Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Jumping Jacks; Windmills</p> | <p>Students will skip (t.a form) to far and near hoops in response to instructors directions during two of three trials. Students will perform either big or small jumping jacks (t.a form) in the hoops as per the instructor's directions for two minutes during two of three sessions..</p> |
| <p>M.MC.01.06: Demonstrate incomplete and inconsistent elements of effort movement concepts for time such as fast/slow, and sudden/sustained in isolated settings.</p> | <p>Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Bronco Tag</p> | <p>Student will demonstrate comprehension of speed concepts (fast, slow, medium) by answering correct in response to movement challenges presented by the instructor during class activities 2/3 trials.</p> |
| <p>M.MC.01.07: Demonstrate incomplete and inconsistent</p> | <p>Spatial Concepts Hoops, carpet Squares,</p> | <p>Students will demonstrate two-handed throws (t.a</p> |

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| elements of effort movement concepts for force such as strong and light in isolated settings. | floor lines; Low Organizational Activities; Rolling and Throwing | form) of varying distances four of five times. |
| M.MC.01.08; Demonstrate incomplete and inconsistent elements of effort movement concepts for flow such as bound and free in isolated settings. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Obstacle Course | Students will demonstrate flow through sequencing of standing, rolling, climbing and sliding in an over-under obstacle course in two of three attempts. |
| M.MC.01.09: Demonstrate incomplete and inconsistent elements of relationship movement concepts of body parts such as round, narrow, wide, twisted, symmetrical, nonsymmetrical in isolated settings. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; High-Low Tag; Statues | Student will demonstrate comprehension of shape concepts (wide/narrow, bend/straight, twist, small, tall/short, and big) by answering correct movement concept in response to movement challenges presented by the instructor during class activities 2/3 trials. |
| M.MC.01.10: Demonstrate incomplete and inconsistent elements of relationship movement concepts of objects and/or people such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, alongside. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Jump Ropes; Alphabet Tag | Students will exemplify over versus under, on versus off, front versus behind, around versus alongside by moving their bodies with respect to their carpet squares for four of five times. |
| M.MC.01.11: Demonstrate incomplete and inconsistent elements of relationship movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Leader Run | Student will demonstrate comprehension of even and uneven rhythm by moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials. |
| <i>Motor Skills</i> | <i>Motor Skills</i> | <i>Motor Skills</i> |
| M.MS.01.01: Demonstrate incomplete and inconsistent elements of mature form of non-manipulative skills of | Non-Locomotor Skills; Simon Says; Lead and Follow | Students will perform rocking, bending, twisting, turning and swinging (all t.a from) during Simon Says led by the instructor for five |

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| balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings. | | minutes each day. |
| M.MS.01.02 : Demonstrate incomplete and inconsistent elements of mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings. | Locomotor Skills; Walk, Run, Jump, Leap, Hop, Slide and Gallop and Skip | Student will distinguish among selected locomotor skills (walk, run, jump, hop, leap, slide, gallop and skip) to demonstrate the skill requested by the instructor during class activities on two of three trials |
| M.MS.01.03: Demonstrate incomplete and inconsistent elements of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings. | Manipulative Skills; Rolling, Underhand Catch; Underhand Throw; Overhand Throw | Student will execute a one hand roll (T.A. form) to propel selected implements 20 feet to a stationary target on four of five trials. Student will demonstrate a two hand underhand catch (T.A. form) using both hands to successfully field a ball rolled 20 feet by a partner during four of five trials. Student will execute an underhand throw (TA form) a distance of 20' to a target 4 x 4 during four of five trials. Student will execute an overhand throw (TA form) a distance of 20' to a target 4 x 4 during four of five trials. |
| M.MS.01.04: Demonstrate selected incomplete and inconsistent elements of the manipulative skills of catch and kick in isolated settings | Underhand Catch; Overhand Catch; Stationary Kick | Students will sequentially two-handed catch (t.a form) and return kick a nerf ball to partner standing 15 feet away as per the instructor's stipulated 4 of 5 attempts. |
| Strand 2: Content Knowledge | Content | Objectives |
| <i>Feedback</i> | <i>Feedback</i> | <i>Feedback</i> |
| K.FB.01.01 : Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activities in isolated settings. | Locomotor Skills | Student will alternate galloping (t.a form) and skipping (T.A. form) for one minute without collision with others in response to challenges |

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| | | presented by the instructor on two of three trials. |
| <i>Movement Concepts</i> | <i>Movement Concepts</i> | <i>Movement Concepts</i> |
| K.MC.01.01: Identify all space awareness location movement concepts such as self-space, personal space, and general space. | Locomotor Skills; Low Organizational Activities | Student will demonstrate self-space for safety in preventing collisions when playing games such as freeze-tag in a square as per instructor's directions before cooldown each day for two of three minutes. |
| K.MC.01.02: Identify all space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities | Student will demonstrate comprehension of combinations of selected space, level, shape, speed, and direction by moving in self and general space in response to warm-up challenges presented by the instructor during class activities on two of three trials. |
| K.MC.01.03: Identify all space awareness level movement concepts such as low, medium, and high. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities; Balloon and Beach Ball Activities | Students will demonstrate comprehension of level (high, medium, low) by striking (t.a form) a nerf ball to a height requested by the instructor during class activities on two of three trials. |
| K.MC..01.04: Identify all space awareness movement concepts such as straight, curved, and zigzag. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities | Student will demonstrate comprehension of pathway concepts (straight, curved, and zig zag) by answering correctly in response to movement challenges presented by the instructor during class activities 2/3 trials. |
| K.MC.01.05: Identify all space awareness extensions movement concepts such as large/small and far/near. | Spatial Concepts Hoops, carpet Squares, floor lines; Low Organizational Activities | Students will physically respond to instructor's instructions by moving away from or toward partner, and crouching or standing tall when cued in reciprocal passing exercises two of three times. |
| K.MC.01.06: Identify all effort movement concepts for time such as fast/slow and sudden sustained. | Spatial Concepts; Rhythmic Activities; Low Organizational Activities | Students will demonstrate capacity to incorporate selected space, height, shape, speed, direction, and |

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| | | pathway concepts in response to movement challenges presented by the instructor during class activities 2/3 trials. |
| K.MC.01.07: Identify all effort movement concepts for force such as strong and light. | Spatial Concepts; Rhythmic Activities; Low Organizational Activities | Student will demonstrate comprehension of force concepts (hard/soft/medium) by answering correctly in response to movement challenges presented by instructor during class activities 2/3 trials. |
| K.MC.01.08: Identify all effort movement concepts for flow such as bound and free. | Spatial Concepts; Rhythmic Activities; Low Organizational Activities | Student will demonstrate comprehension of effort by performing movement challenges posed by the instructor during two of three trials. |
| K.MC.01.09: Identify all relationships movement concepts of body parts such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical. | Spatial Concepts; Rhythmic Activities; Low Organizational Activities; Stunts | Students will demonstrate knowledge of the location of selected body parts (shin, chin, thigh, shoulders, palms, heels, soles, neck and heart) by identifying and moving body in response to movement challenges presented by instructor during class activities 2/3 trials. |
| K.MC.01.10: Identify all relationships movement concepts of objects and/or people such as over/under, on/off, near/far, front/behind, along/through, meeting/parting, surrounding, around, and alongside. | Spatial Concepts; Rhythmic Activities; Low Organizational Activities; Obstacle Course | Students will travel through room in response to cues provided daily by the instructor prompting travel jumping on & stepping-off boxes, skipping around pylons, and sliding along lines for 2 of 3 minutes. |
| K.MC.01.11: Identify all relationships movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups. | Spatial Concepts; Low Organizational Activities | Student will demonstrate comprehension of the concept turn by moving about corners within groups following the instructor in two of three trials. |
| <i>Motor Skills</i> | <i>Motor Skills</i> | <i>Motor Skills</i> |
| K.MS.01.01: Identify all the | Spatial Concepts; Rhythmic | Student will demonstrate |

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| <p>critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.</p> | <p>Activities; Low Organizational Activities</p> | <p>comprehension of selected non-locomotor skills (sway versus balance, and twist versus turn) by moving in self space in response to challenges presented by the instructor during class activities on two of three trials.</p> |
| <p>K.MS.01.02 : Identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.</p> | <p>Locomotor Skills</p> | <p>Student will execute a run (t.a form) for 15 seconds without collision to other students or objects in response to the movement challenges presented by the instructor during activities on 2/3 trials. Student will execute a gallop (t.a form) for 15 seconds without collision to other students or objects in response to the movement challenges presented by the instructor during activities on 2/3 trials. Student will execute a jump (t.a. form) for 15 seconds without collision to other students or objects in response to the movement challenges presented by the instructor during activities on 2/3 trials.</p> |
| <p>K.MS.01.03 : Identify all critical elements of the mature form of the following manipulative skills: roll, underhand throw, and overhand throw.</p> | <p>Manipulative Skills</p> | <p>Student will demonstrate an underhand throw (T.A. form), using the non-dominant hand, at a wall from a distance of 20 feet on four of five trials. Student will demonstrate an overhand throw (T.A. form), using the non-dominant hand, at a wall from a distance of 20 feet on four of five trials. Student will demonstrate a roll (T.A. form), using the non-dominant hand, at a wall from a distance of 20 feet on four of five trials.</p> |

| Strand 3: Fitness & Physical Activity | Content | Objectives |
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| <i>Participation</i> | <i>Participation</i> | <i>Participation</i> |
| A.PE.01.01: Participate intermittently, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor and developmentally appropriate manipulative skills. | Tinikling Jump Rope | Student will demonstrate comprehension of even and uneven rhythm by tinikling in response to challenges presented by the instructor on two of three trials. |
| <i>Participation outside of Physical Education</i> | <i>Participation outside of Physical Education</i> | <i>Participation outside of Physical Education</i> |
| A.PA.01.01: Physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis. | Physical Education Calendar | Student will complete a physical activity calendar distributed by the teacher in external to the physical education class and submit on a monthly basis. |
| <i>Health Related Fitness</i> | <i>Health Related Fitness</i> | <i>Health Related Fitness</i> |
| A.Hr.01.01: Recognize three of the five components of health-related fitness. | Fitness Activities | Students will verbally identify 2 benefits of being flexible versus not being flexible they relate to throwing, catching and kicking when prompted by the instructor four of five times. |
| <i>Physical Activity & Nutrition</i> | <i>Physical Activity & Nutrition</i> | <i>Physical Activity & Nutrition</i> |
| A.AN.01.01: Achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping). | | Students will perform 10 cumulative minutes of moderate intensity exercise while practicing motor skills during 10 of 30 minutes in physical education class.. |
| A.AN.01.02: Briefly support own body weight in selected activities to develop muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts). | Tumbling, Stunts, Planks; Obstacle Course | Student will perform balance and rolling exercises weekly for five minutes as part of class warm-up led by instructor during physical education class. |

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| A.AN.01.03: Demonstrate flexibility through a full range of motion of major joints. | Fitness Activities | Students will demonstrate three stretches for the shoulder when called upon by the instructor four of five times. |
| Strand 4: Personal-Social Behaviors & Values | Content | Objectives |
| <i>Feedback</i> | <i>Feedback</i> | <i>Feedback</i> |
| B.FB.01.01: Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activities in isolated settings. | Locomotor Skills; Manipulative Skills | Student will kick (T.A. form) a nerf ball to a target on the wall ten times then, using feedback from teacher, will kick it another ten times on two of three days. |
| <i>Personal-social behaviors</i> | <i>Personal-social behaviors</i> | <i>Personal-social behaviors</i> |
| B.PS.01.01: Identify some key behaviors which exemplify the following personal/social character traits: responsibility, best effort, cooperation, and compassion. | Class Rules of Conduct | Student will demonstrate respect for others by responding to teacher instructions within 5 seconds 95% of the time. Student will raise his/her hand to signal a request to speak during class instruction/discussion time during 90% of the time. |
| B.PS.01.02: Inconsistently exhibit behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion. | Class Rules of Conduct | Student will demonstrate cooperation through daily reciprocal activities such as passing & throwing 90% of the time. |

Assessment Plan

The progress of students enrolled in the kindergarten through second grades will be assessed throughout the school year. Progress reports will be developed using the PE Manager software. Two reports will be sent home to parents for their information. The following domains will be assessed:

- Physical Skills
- Cognitive Skills
- Personal Social Attributes

Students will be assessed using the task analyses developed by the county elementary physical education teachers. An example has been attached.

- First Grade:
- Physical Skills:
- Even Locomotor: Jump, Hop, Leap

Uneven Locomotor: Slide

Manipulative: Overhand Throw, Overhand Catch, One Hand Dribble, Stationary Kick

Cognitive Skills:

Comprehension of effort, pathway, speed by demonstration

Personal-Social

Cooperation

Best Effort

Responsibility

Overhand Throw Task Analysis

Visual Description:

Performer stands with ball in dominant hand, turns sideways toward the target with feet shoulder width apart, makes a “T” with the arms while pointing toward the target with the non-dominant hand. Performer transfers the weight from back to front while drawing the dominant hand forward, completing the motion with arm and leg follow through, touching the opposite hip with the throwing hand

Movement Sequence:

1. Feet shoulder width apart, sideways to target
2. Ball in dominant hand
3. Make a “T” (point to target)
4. Arm/leg opposition
5. Transfer weight
6. Draw arm forward
7. Extend arm and follow through (arm/leg)
8. Touch opposite hip with throwing hand

**Critical Points*

Cues:

- Ready Position
- Hand*
- Make a “T”*
- Step*
- Transfer
- Arm forward
- Extend*
- Hip

Task Complexity

Learner: Novice
Task: Discrete skill
Environment: Closed skill

| Students Name | Hand | Make a “T” | Step | Extend |
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