

# ROBERTSON COUNTY SCHOOLS

## PHYSICAL EDUCATION

### MASTERY GUIDE

#### FIRST GRADE

##### FIRST NINE WEEKS

###### *Movement Forms*

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.1 Travel using correct body and spatial awareness, relationship, and effort.
- 1.2 Demonstrate a mature form of locomotor skills.
  - a. Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.
  - b. Recognize and demonstrate basic locomotor skills.
- 1.6 Throw a ball demonstrating an overhand or underhand technique.
- 1.7 Catch a ball.
  - a. Catch, using proper positioned hands, a gently thrown ball.
- 1.11 Demonstrate control in weight transfer and balance activities on a variety of body parts.
  - a. Balance or transfer weight from one body part to another.

###### *Personal and Social Responsibility*

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.1 Follow with few reminders, activity-specific rules, and procedures.
  - a. Know the rules for participation in the gymnasium and on the playground
  - b. Choose playmates without regard to personal differences (e.g. race, gender, students with disabilities, ethnicity).
  - c. Apply, with teacher reinforcement, class room rules, procedures, and safe practices.
- 3.2 Follow directions.
  - a. Respond quickly to the teacher's signal.
  - b. Respond to rules infraction when reminded once.
- 3.3 Work cooperatively with another to complete an assigned task.
  - a. Complete a task with a partner that requires sharing and cooperation.
- 3.4 Play and cooperate positively with others regardless of personal differences (gender, race, and ethnicity).
- 3.5 Treat others with respect during physical activity.
- 3.6 Resolve conflicts in socially acceptable ways.
- 3.7 Work independently and on-task for short periods of time.

###### *Fitness*

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Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.1 Engage in sustained physical activity that causes an increased heart rate.
  - a. Express joy and excitement when participating in physical activity.
- 4.2 Recognize the physiological indicators that accompany moderate to vigorous physical activity.

#### *Understanding Physical Activity*

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.1 Associate positive feelings with participating in physical activity.
  - a. Participate in physical activity willingly.

#### *Movement Forms*

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.12 Illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion.
  - a. Participate in a wide variety of rhythmic activities that involve locomotion, non-locomotion, and the manipulation of various objects.
  - b. Perform a simple pattern using rhythmic activity.

#### *Movements Concepts and Principles*

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills

- 2.1 Know and apply concepts of space awareness and movement patterns in different ways in large or small groups.
  - a. Recognize the concept of time (fast, slow) in response to rhythmic accomplishment (hand claps, drum beats, counting, etc.).
  - b. Use concepts of space awareness (personal and general) and movement control to purposely move in different ways in a large group without bumping into others and/or falling down.

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- c. Identify critical elements of locomotor movement patterns (run, gallop, skip, slide, leap, jump, and hop).
- 2.2 Identify and demonstrate the major characteristics of locomotor skills.
  - a. With minimal verbal prompts, use concepts of space awareness (personal and general space) and movement control in different ways in a large group without bumping into others or falling down.

#### **SECOND NINE WEEKS**

##### ***Fitness***

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.3 Engage in sustained physical activity that causes an increased heart rate.
  - a. Appreciate the joy of effort associated with sustained daily activity.
- 4.5 Experience and express pleasure from participation in physical activity.
  - a. Look forward to participation in regular physical activity.

##### ***Understanding Physical Activity***

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.2 Associate positive feelings with participating in physical activity.
  - a. Identify positive and negative feelings that result from physical activity.
  - b. Interact with others in a positive manner.
- 5.3 Express feelings about and during physical activity.
  - a. Willingly participate in all activities in physical education.
- 5.4 Enjoy interaction with friends through physical activity.
  - a. Interact with others without physical and/or verbal conflict.

##### ***Movement Forms***

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.13 Demonstrate a mature form of locomotor skills.
  - a. State and demonstrate guidelines and behaviors for basic safety principles in Physical Education (implements small and large equipment) environment.
  - b. Correctly perform all locomotor skills, using a variety of movement concepts

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- (directions, levels, pathways, speed).
- c. Identify and demonstrate critical elements of locomotor movement patterns (run, gallop, skip, leap, jump, and hop).
- 1.14 Illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion.
- a. Demonstrate the relationship between body movement and rhythmic accompaniment.
- 1.15 Dribble a ball using the hands or feet.
- a. Continuously dribble a ball using the hands or feet without losing control of the ball or body.

#### *Movements Concepts and Principles*

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills.

- 2.3 Know and apply concepts of space awareness and movement patterns in different ways in large or small groups.
- a. Identify the concepts used in a movement pattern.

#### *Personal and Social Responsibility*

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.2 Follow with few reminders, activity-specific rules, and procedures.
- a. Practice specific skills as assigned until the teacher signals the end of practice.
- 3.3 Work cooperatively with another to complete an assigned task.
- a. Exhibit cooperative behaviors (e.g. taking turns, supportive comments, assisting others with moving equipment).
  - b. Work cooperatively with others in structured and non-structured activities to complete an assigned task.
- 3.8 Play and cooperate positively with others regardless of personal differences (gender, race, and ethnicity).
- a. Interact positively with students in class regardless of personal differences (e.g. race, gender, students with disabilities).

#### **THIRD NINE WEEKS**

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##### *Fitness*

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.6 Recognize the physiological indicators that accompany moderate to vigorous physical activity.
  - a. Move each joint through a full range of motion.

##### *Understanding Physical Activity*

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.5 Associate positive feelings with participating in physical activity.
  - a. Model enjoyment of activity both in and out of school.
- 5.6 Try new movement activities and skills.
  - a. Develop skills in basic locomotor, manipulative, and non-locomotor activities.
- 5.7 Express feelings about and during physical activity.
  - a. Describe feelings following participation in physical activities.

##### *Movement Forms*

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.16 Travel using correct body and spatial awareness, relationship, and effort.
  - a. Roll smoothly in a forward direction without stopping or hesitating, with head tucked, rolling to feet.
- 1.17 Throw a ball demonstrating an overhand or underhand technique.
  - a. Throw a ball demonstrating an overhand technique, a side orientation, and opposition.
- 1.18 Demonstrate control in weight transfer and balance activities on a variety of body parts.
  - a. Use the concept of balance to maintain momentary stillness bearing weight on a variety of body parts.
  - b. Identify stillness as a concept of balance.
  - c. Balance, demonstrating momentary stillness in symmetrical and non symmetrical shapes, on a variety of body parts.
  - d. Combine the skills of balancing and weight transfer to perform a movement

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sequence using a variety of body parts.

#### *Movements Concepts and Principles*

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills.

- 2.4 Identify and demonstrate the major characteristics of locomotor skills.
  - a. Create a simple three part movement sequence.
- 2.5 Understand a variety of ways and purposes of jumping and landing.
  - a. Jump and land using a combination of one and two foot take offs and landings.
  - b. Continuously jump a self turned rope.
- 2.6 Understand the relationship between body movement, rhythmic accompaniment, and expression of feelings and ideas.
  - a. Understand the role of rhythmic activities in social development.
  - b. Use the concept of time (fast, slow) in response to rhythmic accompaniment.
  - c. Understand and demonstrate the concept of expressing feeling (happy, sad) through rhythmic body movement and accompaniment (hand claps, drum beats, counting, etc.).
  - d. Design and perform a simple movement pattern in a gymnastic sequence in a game context, and in a rhythmic activity.
  - e. Use concepts and knowledge of critical elements to provide corrective feedback to others (example: recognize incorrect overhead throw and give corrective feedback to another student).
- 2.7 Recognize some of the critical elements of kicking, throwing, catching, striking, and dribbling.
  - a. Identify key components when demonstrated in its correct form the form the following manipulative skill: kicking, throwing, catching, striking, and dribbling.

#### *Personal and Social Responsibility*

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.2 Follow directions.
  - a. Work on assigned tasks with others or individually in a productive manner.

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##### FOURTH NINE WEEKS

###### *Fitness*

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.7 Engage in sustained physical activity that causes an increased heart rate.
  - a. Sustain moderate to vigorous physical activity for short periods of time.
  - b. Associate locomotor movements (fast-hard, sustained-moderate, slow-easy) with increases and decreases in heart rate and breathing patterns.
- 4.8 Experience and express pleasure from participation in physical activity.

###### *Movement Forms*

Standard 1 – The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 1.19 Kick a ball into the air or along the ground.
  - a. Receive or send an object with an implement or body part.
- 1.20 Strike an object.
  - a. Strike an object repeatedly with a paddle or body part.
- 1.21 Consistently strike a ball with a bat.

###### *Movements Concepts and Principles*

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills.

- 2.8 Recognize some of the critical elements of kicking, throwing, catching, striking, and dribbling.
  - a. Identify and demonstrate key components of the following manipulative skills: kicking, throwing, catching, striking, and dribbling.

###### *Personal and Social Responsibility*

Standard 3.0 – Student will demonstrate responsible personal and social behavior in physical activity settings.

- 3.9 Work cooperatively with another to complete an assigned task.

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- c. Demonstrate awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing.
- 3.10 Resolve conflicts in socially acceptable ways.
- a. Identify alternative and socially acceptable methods for resolving conflicts.
  - b. Resolve conflicts in a socially acceptable way.

#### *Fitness*

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.9 Engage in sustained physical activity that causes an increased heart rate.
  - a. Sustain activity for longer periods of time while participating in chasing or fleeing and traveling activities.
- 4.10 Recognize the physiological indicators that accompany moderate to vigorous physical activity.
  - a. Establish, with teacher assistance, appropriate goals relative to muscular strength and endurance.
- 4.11 Identify the components of health-related physical fitness.
  - a. Describe the components of health related fitness ( cardio respiratory endurance, muscular strength and endurance.
  - b. Correctly identify and engage in those activities associated with health related fitness.
  - c. Establish appropriate self goals in muscular strength and endurance (e.g. support weight on a hanging rope, go halfway across the horizontal ladder, take weight on hands for a three-second count).

#### *Understanding Physical Activity*

Standard 5 – The student will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

- 5.8 Associate positive feelings with participating in physical activity.
  - a. Identify positive feelings with skill development.

#### *Movements Concepts and Principles*

Standard 2 – The student will apply movement concepts and principles to the learning and development of motor skills.

- 2.9 Know and apply concepts of space awareness and movement patterns in different ways in large or small groups.

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- a. Identify the concepts used in a movement pattern.

#### ***Fitness***

Standard 4 – The student will understand, achieve, and maintain a health-enhancing level of fitness leading to a physically active lifestyle.

- 4.12 Engage in sustained physical activity that causes an increased heart rate.
  - a. Identify the physiological signs of moderate physical activity (e.g. increased heart rate, heavy breathing, perspiration).
- 4.13 Recognize the physiological indicators that accompany moderate to vigorous physical activity.
  - a. Identify changes in the body during sustained vigorous physical activity.
  - b. Recognize and use the physiological indicators that accompany moderate to vigorous physical activity (e.g. sweating, increased heart rate, heavy breathing).
- 4.14 Identify the components of health-related physical fitness.
  - a. Support body weight for climbing, hanging, and momentary taking weight on hands.
- 4.15 Identify at least one activity associated with each component of health related physical activity.
  - a. Identify activities associated with health related fitness and the benefits associated with these activities.
  - b. Engage in regular daily physical activity outside the classroom.
- 4.16 Experience and express pleasure from participation in physical activity.
  - a. Maintain a journal of their physical activity.
  - b. Recognize that physical activity contributes to personal well-being.