

Effective Date: 2011

Hamburg Area School District

Name of Course: Elementary Physical Education
Department: Physical Education

Grade Level: 1st Grade
Instructional Time: 1 year
Length of Course: 36 Cycles per year
Period Per Cycle: 1 class per cycle
Length of Period: 45 minutes

Texts and Resources:

Children Moving by Graham, Holt/Hale, Parker

Dynamic Physical Education for Elementary
Physical Education by Dauer, Pangrazzi

Physical Education for Elementary School Children
by Kirchner

Standards Based Education Curriculum Development
By Lund, Tannehill

Assessments:

Performance Observation
Skill Drills
Rubrics

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 1st Grade

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. Why do people play games?	<ul style="list-style-type: none">• Discuss with the children why they personally enjoy playing their favorite games• Review and discuss the emotional and physical benefits from playing games	10.4.3.A. 10.4.3.D. 10.4.3.F. 10.5.3.A.
2. Why is it important to have instructions when playing games?	<ul style="list-style-type: none">• Follow safety guidelines to prevent injuries• Understand that instructions are designed to guide the players participation in game• Discuss that some instructions are provided to set limits and increase challenges	10.3.3.D. 10.4.3.E. 10.5.3.B. 10.5.3.F.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – 1st Grade

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
3. What types of general skills can be learned from participation in games?	<ul style="list-style-type: none">• Perform a variety of physical skills and combinations of basic skills• Learn to follow rules of play and procedure guidelines• Develop cooperation and teamwork skills• Explore and apply simple problem solving techniques in different small group activities and games• Become aware that many skills are used in more than one situation, and use those skills in different games• Begin to develop simple playing strategies• Learn to cope with the concept of competition in a healthy manner	10.3.3.D. 10.4.3.B. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.F.

**Hamburg Area School District
Course Plan
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Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What specific skills can be acquired while playing simple circle and tagging games?	<ul style="list-style-type: none"> • Demonstrate the ability to move safely in relationship to other children and avoid collisions at all times • Develop the ability to move in different pathways and at different speeds to chase other individuals or use fleeing skills to avoid contact with another individual • Learn to move into open space and use space efficiently • Demonstrate the use simple strategies while playing different types of games 	10.3.3.D. 10.4.3.B. 10.4.3.C. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.F.
5. What specific skills can be acquired by participating in a variety of target games?	<ul style="list-style-type: none"> • Practice focusing and aiming in order to have two objects connect with each other • Demonstrate the ability to follow through in order to guide the pathway of a moving object to connect with its target • Learn to accept and use feedback in order to improve one's performance 	10.3.3.D. 10.4.3.B. 10.4.3.C. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.F.

**Hamburg Area School District
Course Plan
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Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. What specific skills can be acquired when playing simple invasion games?	<ul style="list-style-type: none"> • Develop an understanding of territories and how to move in and out of the other team's territory and to defend one's own space • Work in coordination with other individuals to move an object from person to person by using passing skills • Discuss and use appropriate behavior when playing in a variety of game situations 	10.3.3.D. 10.4.3.B. 10.4.3.C. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.F.
7. What are the benefits of playing backyard and other recreational games?	<ul style="list-style-type: none"> • Participate in games to enjoy for a lifetime; for simple enjoyment, social interaction, and the satisfaction of being able to overcome physical challenges • Develop the ability to explore and use playing strategies 	10.4.3.D. 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.F.

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
8. What can be learned through the playing of multicultural games?	<ul style="list-style-type: none"> • Learn about the cultural similarities and differences of children around the world • Experience variations of games that are familiar to the children 	10.4.3.A. 10.4.3.D. 10.4.3.F. 10.4.3.A. 10.5.3.F.
9. What special skills can be learned when participating in partner and small group activities and games?	<ul style="list-style-type: none"> • Become aware of and accept individual differences in ability levels • Learn to take turns and follow the orderly pattern of play • Practice the use of cooperation and effective communication skills • Work in unison with another person to perform movement patterns • Develop an understanding of playing fairly so there are equal opportunities to experience success for everyone playing • Discuss good sportsmanship and display respect for everyone participating in a game 	10.3.3.A. 10.4.3.A. 10.4.3.D 10.4.3.E. 10.4.3.F. 10.5.3.A. 10,5,3,C. 10.5.3.F.

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Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
10. How can skills learned from playing games be applied to other aspects of one's life?	<ul style="list-style-type: none"> Actively participate in games and discussions to help to foster positive character traits Transfer the use of many physical skills into different types of activities and games Discuss the importance of following rules and guidelines in all aspects of life 	<div> 10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.E. 10.4.3.F. 10.5.3.A. </div> <div> 10.5.3.D. 10.5.3.E 10.5.3.F. </div>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 1st Grade

Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How many ways can you move in your personal space?	<ul style="list-style-type: none"> Review the concept about moving and staying within the space close to the body Explore the possible ways to twists, turns, bend, stretches, and manipulate the body while remaining at a single location Maintaining balance in a static position as body parts move through their range of motion 	10.3.3D. 10.5.3.E. 10.4.3.A. 10.4.3.D. 10.5.3.A. 10.5.3.B. 10.5.3.C.
2. How many different ways can you move in general space?	<ul style="list-style-type: none"> Explore locomotor movements and variations of those movements by using different pathways, or moving at different levels and speeds 	10.3.3.D. 10.3.3.E. 10.4.3.A. 10.4.3.D. 10.5.3.A. . 10.5.3.B. 10.5.3.C.

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Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
3. What are the most common ways to move from one place to another?	<ul style="list-style-type: none"> • Use basic locomotor movements such as walk, run, hop, skip, leap, slide, jump, and gallop with control • Perform different locomotor movements and maintain control of one's body, while moving in general space and participating in teacher directed activities 	10303.D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.5.3.A. 10.5.3.B. 10.5.3.E.
4. How can you change the quality of your movements in your personal or general space?	<ul style="list-style-type: none"> • Explore and use different speeds, and vary the amount of force applied to complete the same movements • Move one's body using flowing and abrupt motions • Discuss how changing the quality of movements can affect the performance of a skill 	103.3D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.5.3.A. 10.5.3.B. 10.5.3.E.

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Course Plan
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Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
5. What are some of the different ways that you can use your body when exploring movement?	<ul style="list-style-type: none"> • Use the body to create different shapes : stretched, curled, twisted, wide, narrow, symmetrical and asymmetrical • Perform balancing and bearing weight stunts while using different body parts • Transfer weight from one body part to another while participating in activities such as tumbling 	10.4.3.D 10.5.3.A 10.5.3.C. 10.5.3.E
6. How can you move your body in relationship to other people or objects?	<ul style="list-style-type: none"> • Move the body over, under, around , and through in combination with other types of movement • Use lateral movements: to the right and to the left • Work cooperatively with a partner or a small group of classmates to meet physical challenges or perform simple combinations of movement 	10.3.3D. 10.4.3.D 10.4.3.E 10.5.3.A. 10.5.3.B. 10.5.3.C

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
7. How can you use words to describe movement concepts?	<ul style="list-style-type: none">• Use the appropriate vocabulary to describe different qualities of movement• Use descriptive language to help explain why one likes or dislikes a physical activity• Participate in discussions about the effects of physical activity on the body• Discuss the connection between practice and the level of performance of physical skills• Discuss how each person is different and has different abilities that make them special	10.4.3.B. 10.4.3.C. 10.4.3.D. 10.5.3.B. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
8. Can you use the appropriate vocabulary to communicate an understanding of movement concepts in a variety of lesson activities?	<ul style="list-style-type: none"> • Respond to specific questions about a skill or physical activity and share acquired knowledge • Apply creative thinking skills, and share their ideas with others to solve a simple problem or meet a small group physical challenge • Transfer knowledge of skill usage to a variety of physical activities 	10.4.3.B. 10.4.3.C. 10.4.3.D. 10.5.3.B. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.
9. How can you use information about movement to improve the quality of the performance of a physical skill?	<ul style="list-style-type: none"> • Make adjustments in performance according to specific feedback given by the teacher 	10.4.3.E. 10.5.3.B.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – 1st Grade

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. What is physical fitness and why is it important to be physically fit?</p>	<ul style="list-style-type: none"> Review the concept that physical fitness is the capacity of the body to be physically active without getting tired quickly. Discuss the importance of being physically active and how physical activity helps to maintain and improve body strength Understand that the body needs to be able to function well in daily activities, in emergency situations, and is able to resist disease. 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.5.3.E. 10.4.3.D.. 10.5.3.F. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>

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Course Name: Physical Education – 1st Grade

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
2. What are the main components of physical fitness ?	<ul style="list-style-type: none"> Review and discuss the components of physical fitness: <i>muscular strength and endurance</i> – the force that muscles can produce over a period of time <i>flexibility</i> – the ability of the joints to move through its full range of motion <i>cardiovascular efficiency</i> – the ability to do vigorous exercise for a long time <i>body composition</i> – the amount of fat cells compared to lean body cells Briefly look at and discuss the traditional components of physical fitness and how they contribute to one's physical condition (strength, balance, power, speed, agility, endurance) 	10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.5.3.E. 10.4.3.D.. 10.5.3.F. 10.4.3.E. 10.4.3.F 10.5.3.A..

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Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. How is your body positively affected by participation in physical activity?</p>	<ul style="list-style-type: none"> • Gain an understanding that it is important to be physically active in order to enhance general health, improve physical attributes, and develop positive health habits • Be able to describe the actual physical changes that take place as the body increases its activity: increase heart and breathing rates, muscular fatigue, and perspiration • Discuss the important secondary effects of physical activity for emotional and social wellness 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C.. 10.4.3.B. 10.5.3.D.. 10.4.3.C.. 10.5.3.E.. 10.4.3.D.. 10.5.3.F.. 10.4.3.E.. 10.4.3.F 10.5.3.A..</p>

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Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4. How is your body negatively affected by the lack of physical activity?</p>	<ul style="list-style-type: none"> • Discuss how the body can lose strength, flexibility, muscular endurance as the body becomes less active • Learn that as the body becomes weaker, the more susceptible it is to contracting diseases • Learn that as a person becomes lazy he/she loses its desire to participate in many different types of activities 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.5.3.E. 10.4.3.D.. 10.5.3.F. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>

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Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
5. What kinds of activities contribute to your level of physical fitness?	<ul style="list-style-type: none"> • Participate in activities that require the individual to stay in constant motion in order to improve muscular endurance • Participate in activities that enhance the ability to balance while remaining in a stationary position or while moving • Participation in activities that require the joints and muscles to move through their full range of motion • Participate in activities that are designed to improve muscular strength • Work individually or with a partner to perform a variety of activities designed to improve one's level of physical fitness 	10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A.. 10.5.3.A.. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.
6. What principles of exercise are important to recognize and use when exercising?	<ul style="list-style-type: none"> • Discuss how often, and how long one should exercise in order to improve one's level of physical fitness • Participate in a series of exercises for several weeks to observe the changes in one's body 	10.4.3.F 10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.5.3.A.. 10.5.3.A.. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.

Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum

Course Name: Physical Education – 1st Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can the students make a contribution to the performance expectations of their class?	<ul style="list-style-type: none"> Discuss and identify behavior expectations, and help to develop a Physical Education code of conduct Discuss and identify effective ways to communicate and interact with classmates 	10.3.K.A. 10.3.K.D. 10.4.K.F.
2. How can the use of simple ice breaker activities enhance the unity of a group?	<ul style="list-style-type: none"> Participate in activities providing opportunities for the children learn more about each other and become comfortable with their classmates 	10.3.K.A. 10.4.K.F. 10.5.K.A 10.5.K.F..
3. How can participation in special physical activities heighten a person's sensory awareness?	<ul style="list-style-type: none"> Develop an appreciation for one's senses and abilities by participating in activities designed to take away one of the senses/abilities, and function safely in physical activities that use the remaining senses 	10.1.K.B. 10.3.K.D. 10.4.K.B.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – 1st Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What important skills can be learned through cooperation activities?	<ul style="list-style-type: none"> • Work in coordination with another person to practice physical skills, and communication skills • Develop simple problem solving skills while participating in small group physical challenges • Accept and appreciate individual differences • Improve acceptable social interaction skills and positive interpersonal relationship skills 	10.4.K.D. 10.4.K.F. 10.5.K.A. 10.5.K.C. 10.5.K.F.
5. What types of activities can be used to improve skill performance?	<ul style="list-style-type: none"> • Practice movement sequences in simple obstacle courses to reinforce the importance of previously learned skills • Participate in simple physical challenges; individually, with a partner , or in small groups • Participate in small group games designed to enhance following directions and cooperation skills 	10.3.K.D. 10.4.K.A. 10.4.K.E. 10.5.K.A. 10.5.K.C.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 1st Grade
Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can body control be developed through the performance of exercises and physical stunts?	<ul style="list-style-type: none">• Use warm up exercises to prepare the body for physical activity• Increase muscular strength while participating in large muscle activities• Practice the ability to balance when maintaining a static position or while using different movement patterns• Participate in activities that require the transfer weight from one body part to another (i.e. tumbling skills)• Combine the use of varying speeds, types of force, and flow in different pathways while focusing on body control	10.3.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C. 10.5.3.E.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – 1st Grade

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
2. How are agility skills used when you participate in physical activities?	<ul style="list-style-type: none"> • Move quickly with control while participating in different skill drills involving running and switching directions • Participate in games that use chasing, fleeing, and dodging skills • Participate in games or simple activities requiring the use of locomotor movements that change directions, and involve frequent starting and stopping 	10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.5.3.A. 10.5.3.F.
3. Can you control your body when using jumping and landing skills?	<ul style="list-style-type: none"> • Perform different jumping patterns that use vertical or horizontal movement • Practice jumping while moving in relationship to different types of equipment at speeds (i.e. jumping over hurdles) • Combine the use of locomotor skills with jumping skills 	10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.C. 10.5.3.A. 10.5.3.C.

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Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4. How can you combine different types of physical skills into movement patterns and sequences?</p>	<ul style="list-style-type: none"> • Review and use the ability to “Freeze” – be able to stop movement on cue and maintain control of one’s body • Participate in activities designed specifically to enhance body control (i.e. yoga) • Work individually or with a partner to be creative and explore different types of movement combinations • Use obstacle courses and relays to provide opportunities to combine a variety of skills into physical challenges 	<p>10.3.3.D. 10.4.3.A. 10.4.3.E. 10.5.3.A.</p>
<p>5. How can fine muscle skills be applied to physical activity in the gymnasium?</p>	<ul style="list-style-type: none"> • Combine the use of fine and large muscle activities into simple physical challenges • Use gripping skills in combination with swinging motions while holding a piece of equipment (i.e. racket skills) 	<p>10.4.3.E. 10.5.3.A. 10.5.3.C.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education**

Course Name: Physical Education – 1st Grade

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. Can you use your hands to propel a variety of objects through space?	<ul style="list-style-type: none"> • Practice an underhand motion to throw or roll a ball in a specific pathway • Practice using an underhand motion to throw different types of objects • Practice an overhand motion to throw an object in a specific pathway • Practice controlling the pathway of moving objects while using a pushing or pulling motion • Practice a consecutive tapping motion with the hand or short handled objects 	10.3.3.D. 10.4.3..D. 10.4.3..E. 10.5.3.A. 10.5.3.C. 10.5.3.E.
2. Can you use your feet to propel an object through space?	<ul style="list-style-type: none"> • Practice a kicking motion to send a ball or other object in a designated pathway • Practice pushing or pulling motions to move a variety of objects in specific pathways as they move through space 	10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F. .

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Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. Can you use different types of equipment to push, pull, throw, or hit, an object through space?</p>	<p>Practice using short handled paddles, rackets, or bats to propel an object into open space</p> <ul style="list-style-type: none"> Practice using a striking motion while holding long handled bats or rackets to hit an object into an open space Maneuver different types of equipment to move an object through space. 	<p>10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.</p>
<p>4. Can you use eye hand and eye foot coordination when you are interacting with objects in a physical activity?</p>	<ul style="list-style-type: none"> Demonstrate the ability to pick up and move objects to a new location with the hands or feet Demonstrate tossing and catching skills while using different pieces of equipment Practice striking moving objects with the hand or different types of equipment Practice controlling a moving object with the feet: trapping, pushing or kicking 	<p>10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.</p>

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Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
5. How can you use different types of equipment in a variety of class activities and simple games?	<ul style="list-style-type: none">• Practice the use of basic movement patterns and skills in activities designated by the teacher.• Practice eye hand coordination skills while using equipment in traditional and non -traditional ways• Practice balancing and an object on different parts of the body while participating in teacher designed and free exploration activities• Explore and practice combining the manipulation objects while using different non-locomotor and locomotor movement of the body	10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.

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Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. Can you work with a partner or in a small group to manipulate equipment in a variety of class activities and simple games?	<ul style="list-style-type: none">• Demonstrate the ability to toss, pass, and catch an object is moved from person to person• Help other students learn specific skills by serving as practice partners• Participate in relays, skill drills, and/or simple games that require the use of equipment	10.3.3.D. 10.4.3.D. 10.4.3.F. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.
7. Can you be creative and explore unusual ways to manipulate objects and equipment?	<ul style="list-style-type: none">• Participate in activities designed to manipulate and use different types of equipment in non-traditional ways• Become confident with the concept of experimenting and exploring original ideas to create unusual ways to manipulate objects and equipment	10.4.3.D. 10.4.3.F. 10.5.3.A.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – 1st Grade

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can one enhance their ability to perform skills through the use of rhythmic activities?	<ul style="list-style-type: none">• Practice locomotor movements and match the rhythm of the movement to music that contains the same rhythmic patterns• Use movement patterns that focus on flow, timing, and effort• Use basic dance steps to accompany the appropriate song• Practice basic tumbling/gymnastic skills• Participate in a variety of rhythmic activities that require the use of equipment to produce the sounds or movements required	10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.E. 10.5.3.F.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 1st Grade

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
2. What types of movement have you used that naturally have their own rhythm?	<ul style="list-style-type: none"> Practice and use different jumping patterns Participate in different types of rope jumping activities Explore the use of swinging and swaying motions to feel natural rhythms Practice ball bouncing and dribbling skills using different rhythmic patterns 	10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.E. 10.5.3.F.
3. How do rhythmic activities affect the body as one participates in the components of the activity?	<ul style="list-style-type: none"> Perform skills that connect a person's joy of movement to familiar types of musical beats and rhythms Use and practice skills that connect a person's internal tempo to the performance of physical movement 	10.4.3.A. 10.4.3.B. 10.4.3.C. 10.4.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C. 10.5.3.E.

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. How can ideas be communicated through participation in rhythmic activities?	<ul style="list-style-type: none"> • Explore free motion activities to express feeling and emotions • Explore movement to music as a means of artistic expression or to tell a simple story 	10.4.3.B. 10.4.3.D. 10.4.3.E. 10.5.3.A.
5. What cognitive skills can be developed from participation in dance and other rhythmic activities?	<ul style="list-style-type: none"> • Gain an understanding of other cultures and customs through participation in rhythmic activities • Perform different movement sequences and patterns to enhance the use of memory skills and the ability to follow directions • Perform skills with control requiring the use of spatial awareness in personal space • Perform skills with control requiring the use spatial relationships with other individuals, in small groups, and with pieces of equipment 	10.4.3.A. 10.4.3.B] 10.4.3.C. 10.4.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C. 10.5.3.E.

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. How can a person's emotional state be affected by the use of rhythmic activities?	<ul style="list-style-type: none">• Develop an awareness of how we are naturally affected by music through the repeated use of lesson activities....one time with and one time without music• Use different types of music to enhance lesson components according to what may appeal to the personal preferences of the students	10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.E.