

Page County Public Schools Curriculum Pacing Guide

Course: PE
Grade Level: 1

Nine Weeks	Content and Essential Questions	Skills	Suggested Assessments
1 st	Skilled Movement PE 1.1 a, b	The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate critical elements used in all of the locomotor skills: walking, hopping, running, jumping and landing, galloping, leaping, skipping, and sliding. b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).	Teacher Observation Follow-Up Activities Checklist
	Movement Principles and Concepts PE 1.2	The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.	Teacher Observation
	Personal Fitness PE 1.3; 1.4	<ul style="list-style-type: none"> • The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates. • The student will identify changes in the body that occur during moderate-to vigorous physical activity. 	Question- Answer Discussions
	Responsible Behaviors PE 1.5 a, b	The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.	Teacher Observation
	Physically Active Lifestyle PE 1.6	<ul style="list-style-type: none"> • The student will participate regularly in physical activities that require physical exertion and skill. 	Question- Answer Discussions

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2 nd	Skilled Movement PE 1.1 a, b, e	The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate critical elements used in all of the locomotor skills: walking, hopping, running, jumping and landing, galloping, leaping, skipping, and sliding. b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling). e) Demonstrate simple educational gymnastic skills that contain a variety of balance, roll, transfer of weight, and flight.	Teacher Observation Follow-Up Activities Checklist
	Movement Principles and Concepts PE 1.2	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. 	Teacher Observation Follow-Up Activities
	Personal Fitness PE 1.3; 1.4	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. The student will identify changes in the body that occur during moderate-to vigorous physical activity. 	Question-Answer Discussions Teacher Observation
	Responsible Behaviors PE 1.5 a, b	The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.	Teacher Observation
	Physically Active Lifestyle PE 1.6	<ul style="list-style-type: none"> The student will participate regularly in physical activities that require physical exertion and skill. 	Question-Answer Discussions

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3 rd	Skilled Movement PE 1.1 b, c, d, e	The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. b) Demonstrate critical elements used in all of the locomotor skills: walking, hopping, running, jumping and landing, galloping, leaping, skipping, and sliding. c) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling). d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking, while moving. e) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.	Teacher Observation Follow-Up Activities Checklist
	Movement Principles and Concepts PE 1.2	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. 	Teacher Observation
	Personal Fitness PE 1.3; 1.4	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. The student will identify changes in the body that occur during moderate-to vigorous physical activity. 	Question-Answer Discussions
	Responsible Behaviors PE 1.5 a, b	The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.	Teacher Observation
	Physically Active Lifestyle PE 1.6	<ul style="list-style-type: none"> The student will participate regularly in physical activities that require physical exertion and skill. 	Question-Answer Discussions

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4 th	Skilled Movement PE 1.1 a, b, c	The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. a) Demonstrate critical elements used in all of the locomotor skills: walking, hopping, running, jumping and landing, galloping, leaping, skipping, and sliding. b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling). c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley).	Teacher Observation Checklist Follow-Up Activities
	Movement Principles and Concepts PE 1.2	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. 	Teacher Observation
	Personal Fitness PE 1.3; 1.4	<ul style="list-style-type: none"> The students demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts. The student will identify changes in the body that occur during moderate-to vigorous physical activity. 	Question-Answer Discussions
	Responsible Behaviors PE 1.5 a, b	The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings. a) Work cooperatively with peers for short periods of time. b) Incorporate safety rules learned in physical education.	Teacher Observation
	Physically Active Lifestyle PE 1.6	<ul style="list-style-type: none"> The student will participate regularly in physical activities that require physical exertion and skill. 	Question-Answer Discussions