

# Blackhawk School District

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## CURRICULUM

<b>Course Title:</b>	<b>Physical Education</b>
<b>Grade Level(s):</b>	<b>Grade 1</b>
<b>Periods per week:</b>	<b>2 classes/6 day cycle</b>
<b>Length of Period:</b>	<b>40 minutes</b>
<b>Faculty Author(s):</b>	<b>Sue Alviani</b>
<b>Date:</b>	<b>Fall 2008; Revised May '09</b>

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### **COURSE DESCRIPTION:**

This course will enable students to maintain and improve cognitive knowledge and physical abilities in a variety of activity areas including basic movement skills: physical fitness, rhythms, dance; games; team, dual, and individual activities/sports. Students will acquire knowledge and skills, which will enable them to develop and promote healthy active lifestyles. Students will participate in fitness activities, developmental activities, and participate in Health lessons learning the importance and advantages of exercising, as well as instruction and discussion on some of the systems of the body. The classes emphasize the development of cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME/ ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
See attached curriculum  - Fitness Assessment - Fitness Activities - Jump Rope - Soccer - Balance - Loco motor/non loco motor skills - Pathways - Tempos - Basketball - Hockey - Volleyball - Whiffle Ball - Kickball - Frisbee - Gymnastics - Dance - Low organized Games	10.1.3 C Introduce the role of the food guide pyramid in helping people eat a healthy diet (relationship of food intake and physical activity).	3-7 min. 2 classes	I. Class Sets of Equipment Ropes Balls – soccer, basketballs, beach balls Hockey sticks Hula Hoops Bean Bags Scarves Long ropes Bowling Pins Cones (48)  II. Resources Balance boards Stilts Parachutes Mats Wedge mats Balance Beams Mailbox mat Stereo system Wireless microphone	
	10.1.3 D Know age appropriate drug information (smoking).	15 min. 2 classes		
	10.1.6 B Recognize and understand the location function of the major body systems (muscular, skeletal).	3-7 min 20 classes		
	10.2.3 A Identify basic personal hygiene practices.	7-10 min 1 class		
	10.3.3 A Recognize safe/unsafe practices including fire safety, bicycle safety, swimming safety, bullying, strangers.	3-7 min 4 classes		
	10.3.3 F Recognize and describe game strategies using appropriate vocabulary including faking/dodging, passing/receiving, moving to be open, defending space, following rules of play and peer communication.	Every Class		
	10.4.3 B Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	3-7 min 2 classes		
	10.4.3 C Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate, creating rate, and fitness assessment). * heart rate check often	3-7 min 2 classes		
	10.5.3 C Know the function of practice	Mention every day		
	10.4.3 E Understand reasons why regular participation in physical activities improves motor skills.	Every class		

	10.4.6 A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	Every class (59-60)		
	10.3.3 B Recognize emergency situations and explain appropriate responses including how to remain calm, how to call for help, 911, and the Heimlich maneuver.	3-7 min 1 class		
Rules & Procedures	10.3.3 D Identify and use safe practices in physical activity settings.	1 class Every class		
	10.5.3 A Recognize and use basic movement skills and concepts (loco motor movements, non-locomotor movements, manipulative movements, relationships, combination movements, and space awareness).	Every class		
	10.5.3 D Understand principles of exercise to improve movement and fitness activities including frequency, intensity, time and type.	Teach 3-7 min 1 class		
	10.2.3 D Identify the steps in a decision-making process (get-along).	1 class 5-7 min		
	10.3.3 C Recognize conflict situations and identify strategies to avoid or resolve by using Getting Along program: anger management, assertive skills, bullying).	3 classes 5-7 min		
	10.4.3 F Recognize positive and negative interactions of small group activities including roles, cooperation/sharing, on task participation, teamwork and adherence to rules.	Every class		