

Focus: Students will demonstrate control in locomotor, manipulative, and balance and weight transfer skills. Students will develop proper skill techniques and proper performance of skills while incorporating fitness, body awareness and movement concepts. Students will develop responsible personal and social behaviors during physical activity. Students will become familiar with the benefits of exercise on the brain and body.

| Manipulative | Understanding: Students will execute a variety of motor patterns and skills needed to participate in physical activities and become competent movers. | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
|------------------------------------|--|---------------------------------------|---------------|-----------------------|
| 1.PE.1 | Students who demonstrate understanding will be able to: | | | |
| 1.PE.1.1 | Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern. | S1.E13.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.2 | Catch a soft object from a self-toss before it bounces. | S1.E16.1a, IL19A.1a, IL19A.1b | | |
| 1.PE.1.3 | Catch a variety of sizes of balls that are self-tossed or tossed by a skilled thrower. | S1.E16.1b, IL19A.1a, IL19A.1b | | |
| 1.PE.1.4 | Dribble continuously in self-space using the preferred hand. | S1.E17.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.5 | Tap or dribble a ball using the inside of the foot while walking in general space. | S1.E18.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.6 | Approach a stationary ball and kick it forward, demonstrating 2 of the 5 critical elements of a mature pattern. | S1.E21.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.7 | Volley an object with an open palm, sending it upward. | S1.E22.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.8 | Strike a ball with a short-handled implement, sending it upward. | S1.E24.1, IL19A.1a, IL19A.1b | | |
| 1.PE.1.9 | Jump forward or backward consecutively using a self- turned rope. | S1.E27.1a, IL19A.1a, IL19A.1b | | |
| 1.PE.1.10 | Jump a long rope up to 5 times consecutively with teacher-assisted turning. | S1.E27.1b, IL19A.1a, IL19A.1b | | |
| 1.PE.1.11 | Roll a ball demonstrating 3 of the 5 critical elements of a mature pattern | IL19A.1a, IL19A.1b | | |
| Locomotor | Understanding: Students will demonstrate selected locomotor skills and begin to combine both locomotor skills with non locomotor skills. | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.2 | Students who demonstrate understanding will be able to: | | | |
| 1.PE.2.1 | Hop, gallop, jog and slide using a mature pattern. | S1.E1.1, IL19A.1a, IL19A.1b | | |
| 1.PE.2.2 | Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. | S1.E4.1, IL19A.1a, IL19A.1b | | |
| 1.PE.2.3 | Demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane. | S1.E3.1, IL19A.1a, IL19A.1b | | |
| 1.PE.2.4 | Combine locomotor and nonlocomotor skills in a sequence | S1.E5.1, IL19A.1a, IL19A.1b | | |
| Balance and Weight Transfer | Understanding: Students will demonstrate balance, stability and weight transfer. | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.3 | Students who demonstrate understanding will be able to: | | | |
| 1.PE.3.1 | Maintain stillness on different bases of support with different body shapes. | S1.E7.1, IL19A.1a | | |
| 1.PE.3.2 | Demonstrate a combination of two simple weight bearing and/or balance movements or activities. | IL19A.1a | | |
| 1.PE.3.3 | Transfer weight from one body part to another in self space in dance and gymnastics environment. | S1.E8.1, IL19A.1a | | |
| 1.PE.3.4 | Roll with either a narrow or curled body shape. | S1.E9.1, IL19A.1a | | |
| Cooperative | Understanding: Students will demonstrate respectful behavior and fairness with equipment and others. | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.4 | Students who demonstrate understanding will be able to: | | | |
| 1.PE.4.1 | Follow the rules & parameters in a cooperative learning environment. | S4.E2.1, IL21A.1a, IL21A.1b, SEL2C.1b | | |
| 1.PE.4.2 | Work cooperatively with a partner during physical activity | IL21B.1a, SEL .2C1a | | |
| 1.PE.4.3 | Demonstrate honesty and fairness while working and playing with others | IL21A.1b, SEL.2C.1a | | |
| 1.PE.4.4 | Practice sharing encouraging comments with others | IL21A.1b, SEL.2A.1b, SEL2C.1b | | |
| Fitness | Understanding: Students will be able to identify the skills needed to engage in health and skill-related fitness components. | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.5 | Students who demonstrate understanding will be able to: | | | |

| | | | | | |
|---|---|--|---|---------------|-----------------------|
| 1.PE.5.1 | Discuss the benefits of being active and exercising and/ or playing. | | S3.E1.1 | | |
| 1.PE.5.2 | Actively engage in health-related and skill-related physical activities | | S3.E2.1, IL20A.1B, IL19A.6B, IL20B.4b | | |
| 1.PE.5.3 | Identify physical activities and games that make the heart beat faster and increases the rate of breathing. | | IL20A.3B, IL19A.5B | | |
| 1.PE.5.4 | Recall the immediate effects of exercise on the body. | | IL20B.1A, IL 20B. 2A, IL20B.1a | | |
| 1.PE.5.5 | Identify the heart as a muscle that grows stronger with exercise, play and physical activity. | | IL19A.5B | | |
| Personal Responsibility | Understanding: Students will exhibit responsible personal and social behavior that respects self and others with limited support | | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.6 | Students who demonstrate understanding will be able to: | | | | |
| 1.PE.6.1 | Recognize and apply class expectations and safety practices | | S4.E5.1, IL19C.1a, S4.E2.1, IL21A.1a,SEL2C.1b | | |
| 1.PE.6.2 | Respond appropriately to general feedback from the teacher | | S4.E3.1 | | |
| 1.PE.6.3 | Work independently to complete a task with others in a variety of class environments | | S4.E4.1, IL21A.1c,SEL2C.1a | | |
| 1.PE.6.4 | Accept personal responsibility by using equipment and space appropriately | | S4.E1.1, IL19C.1a | | |
| 1.PE.6.5 | Follow teacher directions for safe participation and proper use of equipment without teacher reminders | | S4.E6.1, IL21A.1b, IL19C.1a | | |
| 1.PE.6.6 | Understand the differences between personal and general space | | IL.19B.1a | | |
| Analyze various movement concepts | Understanding: Students will demonstrate movement concepts in relation to others and space within the learning environment. | | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.7 | Students who demonstrate understanding will be able to: | | | | |
| 1.PE.7.1 | Discuss cues that enhance the development of skills | | IL 19B.1b | | |
| 1.PE.7.2 | Demonstrate an awareness of others while moving in general and personal space | | IL19B.1a, SEL3B.1b | | |
| 1.PE.7.3 | Distinguish between moving behind, ahead of, next to, near to, over, under, on, through and beside | | IL19B.1a | | |
| 1.PE.7.4 | Demonstrate spatial awareness and relationships to objects and people | | IL19B.1A | | |
| Neuroscience/Health Enhancing Concepts | Understanding: Students will be able to explain the the importance of nutrition and benefits of exercise to the brain. | | District/IL Standard/SHAPE/SEL | Pacing | Key Vocabulary |
| 1.PE.8 | Students who demonstrate understanding will be able to: | | | | |
| 1.PE.8.1 | Explain the importance of being physically active. | | IL20 | | |
| 1.PE.8.2 | Differentiate between healthy and unhealthy foods. | | S3.E6.1 | | |
| 1.PE.8.3 | Recognize that food provides energy for physical activity. | | S3.E6.K | | |
| 1.PE.8.4 | Recognize that exercise benefits the brain. | | IL23D.1a | | |