

Ridgefield Public Schools

First Grade Physical Education Curriculum at a Glance

Ridgefield Public Schools provides engaging, relevant, and personalized learning experiences so all students can pursue their interests and prepare for life, learning, and work as global citizens. The Ridgefield Public Schools Physical Education Department provides a well rounded developmental movement and health program, focused on creating a learning environment that is active, safe and inclusive to all students.

The Ridgefield Public Schools physical education program is an essential part of the total education process. It aligns with goals that give purpose to all learning experiences which are provided by trained and certified teachers. The interdisciplinary nature of our physical education curriculum provides opportunities for all students to develop the skills, knowledge, attitudes and behaviors that promote their sense of well-being while encouraging a commitment to consistent, lifelong participation and value of physical activity.

Overview

Unit	Learning Outcomes <i>The student will be able to...</i>
Fundamental Movement <i>Any static or dynamic movement that encompasses the practice of posture and/or poses, creating stability through development of core strength and flexibility.</i> <i>Any locomotor (e.g., skip, hop, jump, run) and non-locomotor motor</i>	<ul style="list-style-type: none">• Engage in a series of locomotor activities without tiring easily(run, skip, gallop etc.).• Skip (or hop, gallop, slide step, etc.) using a mature form.• Travel forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills.• Maintain stillness on different body shapes.• Jump vertically and land using the mature form.• Transfer weight from one foot to another while performing movement skills.• Express personal feelings on progress made while learning a new skill.• Show force contrasts between slow and fast movement when skipping (hopping,galloping, sliding, etc.).• Combine locomotor and nonlocomotor skills to a beat/tempo



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<p><i>skills (e.g., balance, twist, shake, etc.) and skill combinations taught through a variety of movement categories (e.g., dance, educational gymnastics).</i></p> <p><i>(ex: educational movement; locomotor and non-locomotor movements; rhythms and dance; obstacle course).</i></p>	<ul style="list-style-type: none"> • Explain that appropriate practice improves performance.
<p>Invasion Games</p> <p><i>Any game or activity that may be modified or not, where the focus is to take an object away from the other team and score a point(s).</i></p> <p><i>(ex: team handball speedball; ultimate frisbee; floor hockey; basketball; soccer; football; lacrosse; hockey (pillo-polo))</i></p>	<ul style="list-style-type: none"> • Accept personal responsibility by using equipment and space appropriately. • Actively participate. • Follow instruction and basic rules. • Work independently with others in small and large group settings. • Identify active movement opportunities outside of physical education. • Identify positive feelings associated with participation in physical activities. • Be curious about physical activity
<p>Manipulatives</p> <p><i>Various tools used for learning which engages the individual in movement.</i></p>	<ul style="list-style-type: none"> • Jump forward consecutively using a self turned rope. • Balance with control on a variety of objects. • Participate in a variety of activities that involve manipulation of objects in and out of physical education class. • Enjoy participating alone while exploring movement tasks.



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<p><i>(ex: underhand toss a bean bag; striking a soccer ball; overhand throw a football, catching a frisbee; propelling on a scooter board; shaking a parachute; twirling a hula hoop.)</i></p>	<ul style="list-style-type: none"> • Try new movements and skills in both personal and general space. • Properly use equipment and space safely. • Explore direction/speed/levels with objects. • Describe positive feelings from participating in physical activities. • Recognize that challenges in movement activities can lead to success.
<p>Non-Invasion & Cooperative Games</p> <p><i>Any game or activity that may be modified or not, where the focus is to score a point(s) or as a member of a group working cooperatively to accomplish a desired goal.</i></p> <p><i>(ex: volleyball; tennis; softball; kickball; wiffle ball; baseball; golf; bowling; swimming; cooperative games; project adventure elements; orienteering; low organization games)</i></p>	<ul style="list-style-type: none"> • Throw underhand with 2 out of 5 critical elements of a mature pattern. • Catch a soft object from self using various sizes of balls. • Dribble continuously with preferred hand. • Tap a ball using the inside of the foot while walking. • Volley an object upward with an open hand. • Strike a ball with a short handled implement sending it upward. • Actively participate. • Follow directions in group settings(e.g, safe behaviors, following rules, taking turns). • Follow instructions when prompted. • Provide some performance feedback (self/others). • Begin to help others who are having difficulty following the rules. • Recognize physical activities that they do and don't enjoy. • Identify when something is difficult.
<p>Physical Fitness</p> <p><i>Any game or activity where the focus lends</i></p>	<ul style="list-style-type: none"> • Recognize the heart as a muscle that grows stronger with exercise, play and physical activity. • Actively engage in moderate to vigorous physical activity for a sustained basis.



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*itself to Health-Related
and/or Skills-Related
components.*

*(ex: jump rope varieties;
agility ladders;
pedometers; heart rate
monitors)*

- Discuss how exercise can help my body.

