

# Physical Education Grade 1

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| <b>FIRST NINE WEEKS:</b> |
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**TEKS Subject: *Physical Education/Movement***

| <b>Fundamental Movement</b>   | <b>District Focus and Resources</b>           |
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| <ul style="list-style-type: none"> <li>❑ 1.1 Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.<br/>(TEKS/SE)(1.1A)</li> </ul> | ONGOING<br>Musical Hoops                      |
| <ul style="list-style-type: none"> <li>❑ 1.2 Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.<br/>(TEKS/SE)(1.1B)</li> </ul>                                      | Indoor Track                                  |
| <ul style="list-style-type: none"> <li>❑ 1.3 Demonstrate control in balancing and traveling activities.<br/>(TEKS/SE)(1.1C)</li> </ul>  | ONGOING<br>Frozen beanbag<br>Pac Attack       |
| <ul style="list-style-type: none"> <li>❑ 1.4 Demonstrate the ability to work with a partner such as leading and following.<br/>(TEKS/SE)(1.1D)</li> </ul>   | Shadows (Sports Skills<br>Dribbling, Passing) |
| <ul style="list-style-type: none"> <li>❑ 1.8 Demonstrate on cue key elements in overhand throw, underhand throw, and catch.<br/>(TEKS/SE)(1.1H)</li> </ul>  | Throwing and Catching Station                 |

| <b>Applies Movement Concepts</b>   | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.9 Recognize that motor skill development requires correct practice.<br/>(TEKS/SE)(1.2A)</li> </ul>  | Introductory to skills              |
| <ul style="list-style-type: none"> <li>❑ 1.10 Demonstrate a base of support and explain how it affects balance.<br/>(TEKS/SE)(1.2B)</li> </ul> | Gymnastics Activities               |

**TEKS Subject: *Physical Education/Activity/Health***

| <b>Physically-Active Lifestyle</b>   | <b>District Focus and Resources</b>                       |
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| <ul style="list-style-type: none"> <li>❑ 1.12 Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.<br/>(TEKS/SE)(1.3B)</li> </ul> | ONGOING<br>Cardio Warm up<br>Line Jogs<br>Beanbag Toe Tag |
| <ul style="list-style-type: none"> <li>❑ 1.13 Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.<br/>(TEKS/SE)(1.3C)</li> </ul>   | ONGOING<br>Warm up Exercises                              |
| <ul style="list-style-type: none"> <li>❑ 1.14 Lift and support his/her own weight in selected</li> </ul>   | ONGOING   |

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| activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.<br>(TEKS/SE)(1.3D) | Fitness Stations<br>Steal the Bacon - Pushup |
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| <b>Safety Practices</b>   | <b>District Focus and Resources</b>              |
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| <ul style="list-style-type: none"> <li>❑ 1.20 Use equipment and space safely and properly.<br/>(TEKS/SE)(1.5A)</li> </ul>   | ONGOING<br>Introductory Teach / Reteach Stations |
| <ul style="list-style-type: none"> <li>❑ 1.21 Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.<br/>(TEKS/SE)(1.5B)</li> </ul>                   | ONGOING<br>Build a Safe Rider                    |
| <ul style="list-style-type: none"> <li>❑ 1.24 Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.<br/>(TEKS/SE)(1.5E)</li> </ul> | Rescue 911 Game                                  |

**TEKS Subject: *Physical Education/Social Development***

| <b>Structured Physical Activities</b>   | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.25 Demonstrate starting and stopping signals.<br/>(TEKS/SE)(1.6A)</li> </ul>     | ONGOING<br>Whistle Maker            |
| <ul style="list-style-type: none"> <li>❑ 1.26 Explain boundaries and rules for simple games.<br/>(TEKS/SE)(1.6B)</li> </ul> | ONGOING<br>Dribble Tag              |

| <b>Social Skills</b>   | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.27 Follow directions and apply safe movement practices.<br/>(TEKS/SE)(1.7A)</li> </ul>  | ONGOING<br>Intro to Gym Procedures  |
| <ul style="list-style-type: none"> <li>❑ 1.28 Interact, cooperate, and respect others.<br/>(TEKS/SE)(1.7B)</li> </ul>  | ONGOING<br>Parachute                |
| <ul style="list-style-type: none"> <li>❑ 1.29 Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help<br/>(TEKS/SE)(1.7C)</li> </ul> | ONGOING<br>Social Skills-ongoing    |

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| <b>SECOND NINE WEEKS:</b> |
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**TEKS Subject: *Physical Education /Movement***

| <b>Fundamental Movement</b>  | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.5 Clap in time to a simple rhythmic beat.<br/>(TEKS/SE)(1.1E)</li> </ul>                      | Cat Paws, Folk Dance, Virginia Reel |
| <ul style="list-style-type: none"> <li>❑ 1.6 Create and imitate movement in response to selected rhythms.<br/>(TEKS/SE)(1.1F)</li> </ul> | Dance Unit                          |
| <ul style="list-style-type: none"> <li>❑ 1.7 Jump a long rope.</li> </ul>  | Jump rope Unit                      |

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| (TEKS/SE)(1.1G) |  |
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**TEKS Subject: *Physical Education/Activity/Health***

| <b>Physical Activity Factors</b>   | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.15 Distinguish between active and inactive lifestyles.<br/>(TEKS/SE)(1.4A)</li> </ul> |                                     |
| <ul style="list-style-type: none"> <li>❑ 1.16 Describe the location and function of the heart.<br/>(TEKS/SE)(1.4B)</li> </ul>    |                                     |

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| <b>THIRD NINE WEEKS:</b> |
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**TEKS Subject: *Physical Education/Activity/Health***

| <b>Physical Activity Lifestyles</b>   | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.17 Describe how muscles and bones work together to produce movement.<br/>(TEKS/SE)(1.4C)</li> </ul>  |                                     |
| <ul style="list-style-type: none"> <li>❑ 1.18 Describe food as a source of energy.<br/>(TEKS/SE)(1.4D)</li> </ul>   |                                     |
| <ul style="list-style-type: none"> <li>❑ 1.19 Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.<br/>(TEKS/SE)(1.4E)</li> </ul> | No Smoking Tag                      |

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| <b>FOURTH NINE WEEKS:</b> |
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**TEKS Subject: *Physical Education/Activity/Health***

| <b>Physically Active Lifestyles</b>  | <b>District Focus and Resources</b> |
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| <ul style="list-style-type: none"> <li>❑ 1.11 Describe and select physical activities that provide opportunities for enjoyment and challenge.<br/>(TEKS/SE)(1.3A)</li> </ul> |                                     |

| <b>Safety Practices</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| <ul style="list-style-type: none"> <li>❑ 1.22 Describe how to protect himself/herself from harmful effects of the sun.<br/>(TEKS/SE)(1.5C)</li> </ul> |                                     |
| <ul style="list-style-type: none"> <li>❑ 1.23 List water safety rules and demonstrate simple extension rescue.<br/>(TEKS/SE)(1.5D)</li> </ul>         | Rescue Relay                        |

