

WCSD Physical Education Curriculum  
**1st Grade PE Progress Report Statements**



**Elementary PE Department Philosophy Statement**

The Waukeee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

	<b>Progress Report Statements</b>	<b>Associated Essential Outcomes</b>
<b>1</b>	Hops, gallops, jogs, and slides with proper form	S1.A1.1 Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)
<b>2</b>	Throws underhand with proper form	S1.C1.1 Throws underhand demonstrating two of the five <u>critical elements</u> of a mature pattern. (S1.E13.1)
<b>3</b>	Catches a self-tossed object	S1.C4.1 Catches a soft object from a self-toss before it bounces. (S1.E16.1a)
<b>4</b>	Continuously dribbles with preferred hand	S1.C7.1 Dribbles continuously in self-space using the preferred hand. (S1.E17.1)
<b>5</b>	Dribbles with inside of foot while walking	S1.C9.1 Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)
<b>6</b>	Strikes an object upward with a paddle	S1.C17.1 Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)
<b>7</b>	Applies movement-based knowledge related to space, pathways, levels, speeds, and force.	S2.A1.1 Moves in self-space and general space in response to designated beats or rhythms (S2.E1.1) S2.A4.1 Travels demonstrating low, middle, and high levels (S2.E2.1a) S2.A5.1 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (S2.E2.1b) S2.A6.1 Differentiates between fast and slow speeds (S2.E3.1a) S2.A7.1 Differentiates between strong and light force (S2.E3.1b)
<b>8</b>	Actively participates in physical education class	S3.B1.1 Actively engages in physical education class (S3.E2.1)

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**Progress Report Statement #1:**

Hops, gallops, jogs, and slides with proper form

**Essential Outcomes**

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.A1.1 Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)

CRITICAL ELEMENTS OF LOCOMOTOR SKILLS - "Mature pattern" implies proficient use of **all** critical elements for each skill

HOPS	GALLOPS	JOGS (RUNS)	SLIDES
<ol style="list-style-type: none"> <li><b>Eyes &amp; Body</b> - the eyes look forward in the direction of travel and the body moves in an upright position</li> <li><b>Foot &amp; Takeoff Leg</b> - take off and land on the same foot, bending the knee on landing</li> <li><b>Swing Knee</b> - the swing knee is bent and swings forward</li> <li><b>Arms</b> - the elbows are bent, and the arm opposite the swing leg moves forward</li> <li><b>Glide</b> - the body moves with a smooth, rhythmic motion</li> </ol>	<ol style="list-style-type: none"> <li><b>Eyes &amp; Body</b> - the eyes look in direction of travel, and the body moves in an upright position with a slight forward lean</li> <li><b>Flight</b> - step forward with the lead foot and close with the back foot. Both feet are temporarily off the ground</li> <li><b>Arms</b> - arms are bent and swinging forward and back</li> <li><b>Glide</b> - the body moves with a smooth, rhythmic motion</li> </ol>	<ol style="list-style-type: none"> <li><b>Eyes &amp; Body</b> - the eyes focus in the direction of travel, and the body moves in an upright position with a slight forward lean and toes pointed forward</li> <li><b>Flight</b> - both feet are temporarily off the ground in a stride position. The foot lands heel to toe</li> <li><b>Arms</b> - arms are bent at about a 90-degree angle and move in a forward and backward direction without crossing the midline of the body</li> <li><b>Knees</b> - knee is bent to bring the heel up behind the body and parallel to the ground</li> </ol>	<ol style="list-style-type: none"> <li><b>Chin, Eyes &amp; Body</b> - the chin is placed over the lead shoulder, the eyes focus in the direction of travel, and the body maintains an upright position</li> <li><b>Feet</b> - feet stay parallel to each other throughout the entire movement as the body moves either to the right or to the left</li> <li><b>Flight</b> - both feet are temporarily off the ground</li> <li><b>Glide</b> - the body moves with a smooth, rhythmic motion</li> </ol>

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can hop, gallop, jog, AND slide using the proper form	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #2:**

Throws underhand with proper form

**Essential Outcomes**

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C1.1 Throws underhand demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)

CRITICAL ELEMENTS OF UNDERHAND THROWING - 1st Grade requires proficiency of at least **two** elements

**Ready Position** - knees bent, facing target, feet shoulder-width apart, eyes on target, object held in preferred hand (palm up) in front of the body

**Arm Back** - swing the throwing arm back to at least waist level

**Step** - step forward with the opposite foot and bring the throwing arm forward

**Release** - release the ball between the knee and waist level. The arm stays straight throughout the entire movement

**Follow Through** - The throwing hand continues toward the target in front of the body with the palm facing upward

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can throw underhand using two elements of proper form.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #3:**  
 Catches a self-tossed object

**Essential Outcomes**

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C4.1 Catches a soft object from a self-toss before it bounces. (S1.E16.1a)

CRITICAL ELEMENTS OF CATCHING - 1st Grade does **not** require proficiency of these elements

**Ready Position** - face the target, feet shoulder-width apart, knees bent, eyes on approaching object, elbows bent near sides, hands held in front of body

**Step & Reach** - as the ball is released, step toward the thrower, extend the arms, and adjust the hands to meet the ball. *To catch throws above the waist*, hands are held in front of the body (elbows bent near sides) with thumbs together. *To catch throws below the waist*, hands are held in front of the body (elbows bent near sides) with pinkie fingers together or thumbs out.

**Fingers Only** - use only fingers and thumbs to catch the object. The ball should not be trapped against the body.

**Give** - absorb the force of the object by bringing the arms back toward the body

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can catch an object I tossed myself.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #4:**  
 Continuously dribbles with preferred hand

**Essential Outcomes**

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C7.1 Dribbles continuously in self-space using the preferred hand. (S1.E17.1)

CRITICAL ELEMENTS OF DRIBBLING WITH HANDS - 1st Grade does **not** require proficiency of these elements

**Ready Position** - knees are bent, and the foot opposite the dribbling hand is forward. The ball is held in both hands in front of the body.

**Arm Motion** - one hand contacts the ball at waist level or below and pushes downward on top of the ball (when stationary). The wrist flexes and the elbow extends in the direction of travel as the ball is pushed.

**Fingers** - use the pads of all four fingers and the thumb for contact. (Note: If students are told to use their fingertips to dribble, the fingertips become so rigid at ball contact that they are unable to develop a feel for the ball)

**Eyes Forward** - as the ball is contacted, the eyes are focused looking over, not down at, the ball

**Moving** - the pads of the fingers firmly contact the ball on top when stationary. When moving, contact is slightly behind the ball and to the side and away from the feet.

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can dribble a ball for repeatedly using my preferred hand	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #5:**  
 Dribbles with inside of foot while walking

**Essential Outcomes**

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C9.1 Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)

CRITICAL ELEMENTS OF DRIBBLING WITH FEET - 1st Grade does **not** require proficiency of these elements

**Ready Position** - ball is on the ground directly below the head, feet are shoulder-width apart, and knees are bent

**Foot Taps Ball** - perform a short series of taps with the inside or outside of the foot (not the toe). Use of the non-preferred foot should be practiced and encouraged.

**Keep Ball Close** - the ball should be on the ground directly below the head as it is contacted, with eyes looking forward. Keep the ball within 2 to 4 feet while dribbling.

**Move With the Ball** - The foot dribble is a movement activity, and it should be performed at a speed that is faster than a walk

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can tap the ball with the inside of my foot and in doing so, I can send the ball forward  AND  I can do this while walking	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #6:**  
 Strikes an object upward with a paddle

**Essential Outcomes**

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C17.1 Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)

CRITICAL ELEMENTS OF STRIKING WITH SHORT IMPLEMENT - 1st Grade does not require proficiency of these elements

**Ready Position** - racket back in preparation for striking

**Step** - step on opposite foot as contact is made

**Swing** - swing racket or paddle low to high

**Coil & Uncoil** - coil and uncoil the trunk for preparation and execution of the striking action

**Follow Through** - follow through for completion of the striking action

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can use a paddle to strike an object upward	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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**Progress Report Statement #7:**

Applies movement-based knowledge related to space, pathways, levels, speeds, and force

**Essential Outcomes**

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- S2.A1.1 Moves in self-space and general space in response to designated beats or rhythms (S2.E1.1)
- S2.A4.1 Travels demonstrating low, middle, and high levels (S2.E2.1a)
- S2.A5.1 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (S2.E2.1b)
- S2.A6.1 Differentiates between fast and slow speeds (S2.E3.1a)
- S2.A7.1 Differentiates between strong and light force (S2.E3.1b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can move using strategies related to levels, speed, and force  AND  I can travel over, under, around, and through an object as needed.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed



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**Progress Report Statement #8:**  
 Actively engages in physical education class

**Essential Outcomes**

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.B1.1 Actively engages in physical education class (S3.E2.1)

**Students should KNOW...**

- The expectations for actively participating in physical education class, such as:
- Their assigned class spot
- How to stay within personal space
- Safe directions for an activity
- How to use equipment safely and appropriately

**Students should UNDERSTAND...**

- Safe, active participation influences a healthy lifestyle
- Following directions and being safe makes class a positive experience for themselves and others

**Students should DO...**

- Demonstrate the knowledge and skills to actively participate in physical education class, such as:
- Finds and sits in their class spot
- Stays within personal space
- Safely follows teacher's directions for an activity
- Uses equipment safely and appropriately

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can safely follow my teacher's directions with prompting  AND I can use equipment and space safely and appropriately with prompting	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Possible Instructional Activities	Possible Assessments
<a href="#">Traffic Time In Garage</a> <a href="#">Hula Hoop Hideouts</a>	Debrief Questioning