



Physical Education - Grade 1

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced. Skills at this level focus on; emerging levels of basic age appropriate motor skills, movement knowledge, physical activity knowledge, active engagement, fitness knowledge, nutrition, personal responsibility, accepting feedback, working with others, safety and and participation in physical activity for health, challenge and self-expression/enjoyment.

Enduring Understandings:

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

MOTOR SKILLS AND MOVEMENT PATTERNS

- I can hop, gallop, jog and slide using a mature pattern. (S1.E1.1)
- I can demonstrate a horizontal jump 2 foot take-off and landing. (S1.E3.1)
- I can demonstrate a vertical jump 2 foot take-off and landing. (S1.E4.1)



MOTOR SKILLS AND MOVEMENT PATTERNS (continued)

- I can combine locomotor and non-locomotor movements in a teacher designed dance. (S1.E5.1)
- I can balance for a moment on different bases of support with different body shapes. (S1.E7.1)
- I can transfer weight from one body part to another in dance or gymnastics. (S1.E8.1)
- I can roll in a narrow or curved body shape. (S1.E9.1)
- I can throw underhand. (S1.E13.1)
- I can catch a soft object from a self toss. (S1.E16.1a)
- I can catch different sized balls with a self toss or tossed right to me.
- I can dribble a ball without stopping with my preferred hand. (S1.E17.1)
- I can tap or dribble a ball with the inside of my foot while walking in general space. (S1.E18.1)
- I can move towards a stationary ball and kick it forward. (S1.E21.1)
- I can volley an object up with an open hand. (S1.E22.1)
- I can strike a ball up with a paddle or small racket. (S1.E24.1)
- I can jump more than two times in a row using a short rope. (S1.E27.1a)
- I can jump 5 or more times in a row using a long rope when the teacher turns. (S1.E27.1b)

MOVEMENT AND PERFORMANCE

- I can move in self-space and general space to a rhythm. (S2.E1.1)
- I can move my body and travel at a low, medium and high levels. (S2.E2.1a)
- I can vary the ways I move by an object. (S2.E2.1b)
- I can show fast and slow speeds. (S2.E3.1a)
- I can show strong and light force. (S2.E3.1b)

HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS

- I can discuss why it is important to be active. (S3.E1.1)
- I can actively engage in PE class by participating in all activities. (S3.E2.1)
- I can identify the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)
- I can tell the difference between healthy and unhealthy foods. (S3.E6.1)



PERSONAL AND SOCIAL RESPONSIBILITY

- I can responsibly use equipment and space appropriately. (S4.E1.1)
- I can follow class routines and procedures. (S4.E2.1)
- I can respond appropriately to feedback from my teacher. (S4.E3.1)
- I can work independently in a variety of class formats. (S4.E4.1)
- I can show how to follow our class routines and procedures. (S4.E5.1)
- I can follow the teachers directions and participate safely without reminders. (S4.E6.1)

VALUE OF PHYSICAL ACTIVITY

- I can identify physical activity as a component of good health. (S5.E1.1)
- I can recognize challenges in physical activities help me to be successful. (S5.E2.1)
- I can describe positive feelings that result from participating in physical activities. (S5.E3.1a)
- I can discuss reasons why I enjoy physical activities. (S5.E3.1b)