

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

**Course/Subject:** Physical Education  
**Topic:** Unit #1 Movement Concepts

**Grade Level:** 1<sup>st</sup>

**Key Learning:**

Students will learn and demonstrate movement concepts and principles in general space.

Students will understand that movement provides opportunity for enjoyment, challenge, self-expression, and social interaction.



**Unit Essential Question:**

What are movement concepts?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.4.3.A,E; 10.5.3.A,B	<b>Standards:</b> 10.3.3.D	<b>Standards:</b> 10.4.3.A,E; 10.5.3.A,B
↓	↓	↓
<b>Lesson Essential Question</b> How can we control and move our body?	<b>Lesson Essential Question</b> What considerations are needed to move safely?	<b>Lesson Essential Question</b> What is personal space? What is general space?
↓	↓	↓
<b>Vocabulary</b> Body Awareness, Space Awareness, Weight Transfer, Exploration, Directions, Effort, Relationships	<b>Vocabulary</b> Safety procedures, rules of play, values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	<b>Vocabulary</b> Space awareness, open space, self space, general space

**Additional Information/Resources:**

Body awareness includes a knowledge/awareness of the body, how it is controlled and moved. Concepts that are included in body awareness are shapes that body can make (wide, narrow, stretched, curled, twisted), on what body parts the body can balance, and how weight is transferred from one body part to the next.

Space awareness includes where the body moves and is important for young children to understand. Concepts included are general and self-space, direction (forward, backward, sideways, diagonally, and up and down), pathways (straight, narrow, zig-zag), and levels (high, middle, low).

Qualities of body movement include speed, force and flow. Flow can be broken into bound and free.

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Serial movements have breaks between the movements. Free movements move smoothly from one movement to the next with out stopping.

Relationship awareness includes to whom and what the body relates. It can include of body parts, with objects and or people, and with people.

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #2 Locomotors/Non-  
Locomotors

**Key Learning:** Students will apply movement concepts and principles to the learning and development of both locomotor skills and non-locomotor skills.

Students will understand that locomotor and non-locomotor movements provide opportunity for enjoyment, challenge, self-expression, and social interaction.



**Unit Essential Question:**

What are locomotor skill movements?  
What are non-locomotor skills?

<b>Concept</b> Locomotor Skills	<b>Concept</b> Non-Locomotor Skills	<b>Concept</b>
<b>Standards:</b> 10.4.3.A; 10.5.3.A,B,C	<b>Standards:</b> 10.4.3.A; 10.5.3.A,B,C	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b> What are the eight locomotor movement skills?	<b>Lesson Essential Question</b> What are the movements for non-locomotor skills?	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b> Skip, Walk, Gallop, Run, Slide, Jump, Hop, Leap	<b>Vocabulary</b> Bending, Turning, Balancing, Pushing, Pulling, Stretching, Twisting	<b>Vocabulary</b>

**Additional Information/Resources:**

**WALK:** A form of locomotion in which the body weight is transferred alternately from the ball (toe) of one foot to the heel of the other. At times one foot is on the ground and during a brief phase both feet are on the ground. There is no time when both feet are off the ground.

**RUN:** A form of locomotion much like the walk except that the tempo and body lean may differ. At time one foot is on the ground and during a brief phase both feet are off the ground. There is no time when both feet are on the ground simultaneously.

**LEAP:** An exaggerated running step. There is a transfer of weight from one foot to the other and a phase

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when neither foot is in contact with the ground.

**JUMP:** A form of locomotion in which the body weight is projected from one or two feet and lands on two feet. Basic forms: for height, from height, distance, continuous, and rebounding.

**HOP:** A form of locomotion in which the body is projected from one foot to the same foot.

**SKIP:** A locomotor skill that combines a hop and a step (walk or run). The rhythm is uneven.

**GALLOP:** A form of locomotion that is a combination of an open step by the leading foot and a closed step by the trailing foot. The same foot leads throughout. The rhythm is uneven.

**SLIDE:** The same thing as the gallop except that the direction of travel is sideways instead of forward. The rhythm is uneven.

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #3 Parachute

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of parachute skills.

Students will understand that parachute activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



**Unit Essential Question:**

What are the basic skills needed to participate in parachute activities?

What knowledge and skills do I need to safely move the parachute?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.4.3.F; 10.5.3.B	<b>Standards:</b> 10.3.3.D	<b>Standards:</b> 10.4.3.A,B
↓	↓	↓
<b>Lesson Essential Question</b> What skills are necessary to participate in parachute activities?	<b>Lesson Essential Question</b> What safety considerations are needed for positive parachute play?	<b>Lesson Essential Question</b> How can parachute play improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Teamwork, grip, communication, strategies, positive attitude, listen, trust	<b>Vocabulary</b> Equipment safety, trust, relationships, positive attitude	<b>Vocabulary</b> Balance, flexibility, muscular strength and endurance, cardiovascular endurance

**Additional Information/Resources:**

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #4 Manipulatives

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of manipulative skills.

Students will understand that the different manipulative skills provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance, as well as serves as a vehicle that helps children establish self-esteem and strive for achievable, personal goals.



**Unit Essential Question:**

What are the skills needed to control objects?

Where can I go throughout the community to apply manipulative skills?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.5.3.A,B,D	<b>Standards:</b> 10.3.3.D	<b>Standards:</b> 10.4.3.A
↓	↓	↓
<b>Lesson Essential Question</b> What are the different ways I can manipulate an object?	<b>Lesson Essential Question</b> What safety considerations are necessary while manipulating equipment?	<b>Lesson Essential Question</b> How will these skills improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Throwing, Catching, Rolling, Stepping with opposition, target, aiming, accuracy	<b>Vocabulary</b> Equipment safety, target, spatial awareness	<b>Vocabulary</b> Hand-eye coordination, balance, lateral movement, stepping with opposition, weight transfer, muscular strength and endurance

**Additional Information/Resources:**

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #5 Balance, Stunts,  
Tumbling

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of tumbling skills.

Students will understand that tumbling provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



**Unit Essential Question:**

What skills needed for tumbling?

How can I demonstrate various balances challenges during activities?

How can I demonstrate proper jumping and landing?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Fitness
<b>Standards:</b> 10.5.3.A,B,E	<b>Standards:</b> 10.3.3.D; 10.4.3.F	<b>Standards:</b> 10.4.3.A
↓	↓	↓
<b>Lesson Essential Question</b> What are different ways to balance my body?  What are different ways to support my body?	<b>Lesson Essential Question</b> What safety considerations are needed for positive cooperative play?	<b>Lesson Essential Question</b> How will these activities help my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Balancing, supporting	<b>Vocabulary</b> Equipment safety, spatial awareness, proper roll technique, hand placement, spotting, landing, communication	<b>Vocabulary</b> Body composition, balance, flexibility, muscular strength and endurance

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**Additional Information/Resources:**



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**Course/Subject:** Physical Education  
**Topic:** Unit #6 Rock Climbing

**Grade Level:** 1<sup>st</sup>

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of rock climbing.

Students will understand that climbing activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that climbing improves muscular strength and endurance, coordination, and cardiovascular endurance.



**Unit Essential Question:**

What are the basic skills needed to climb and traverse a rock wall?

Where can I go throughout the community to participate in climbing activities?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.2.3.D, 10.5.3.A,B	<b>Standards:</b> 10.3.3.D	<b>Standards:</b> 10.4.3.A,C
↓	↓	↓
<b>Lesson Essential Question</b> What skills are necessary to climb and traverse a rock wall?	<b>Lesson Essential Question</b> What safety considerations are necessary while climbing on a rock wall?	<b>Lesson Essential Question</b> How will climbing improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Climbing, traversing, grip, body position, challenges, decision-making, reaching, bending, stretching	<b>Vocabulary</b> Equipment safety, safety line, stepping down, body awareness, boundaries, control	<b>Vocabulary</b> Hand-eye coordination, foot-eye coordination; balance, muscular strength and endurance, flexibility

**Additional Information/Resources:**

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**Course/Subject:** Physical Education  
**Topic:** Unit #7 Throwing and Catching

**Grade Level:** 1<sup>st</sup>

**Key Learning:** You can throw and catch a variety of objects using correct technique.



**Unit Essential Question:** What techniques can be used to throw and catch objects?

<b>Concept:</b> Throwing	<b>Concept:</b> Catching	<b>Concept:</b>
<b>Standards:</b> 10.3.3.D, 10.4.3A, 10.5.3.A,B,C	<b>Standards:</b> 10.3.3.D, 10.4.3A, 10.5.3.A,B,C	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b> How do you throw an object underhand?  How do you throw an object overhand?  How does stepping impact your throwing motion?	<b>Lesson Essential Question</b> Why is it important to use two hands to catch objects?  How do levels affect the way we catch objects?	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b> dominant, non-dominant, accuracy, technique, underhand, overhand, distance , practice, follow through, target	<b>Vocabulary</b> catch, levels, object, hand placement, hand-eye coordination	<b>Vocabulary</b>

**Additional Information/Resources:**

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #8 Jump Rope

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of jumping rope.

Students will understand that jump rope activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that jumping rope improves muscular strength and endurance, coordination, and cardiovascular endurance.



**Unit Essential Question:**

What are the basic skills I need to jump and turn a rope?

Where can I go throughout the community to participate in jumping rope and/or a heart healthy lifestyle?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Fitness
<b>Standards:</b> 10.5.3.A,B,E	<b>Standards:</b> 10.3.3.D; 10.4.3.F	<b>Standards:</b> 10.4.3.A,C
↓	↓	↓
<b>Lesson Essential Question</b> How do I turn and jump a short rope?  How do I turn and jump a long rope?	<b>Lesson Essential Question</b> What safety considerations are necessary while using jump ropes?	<b>Lesson Essential Question</b> How will jumping rope improve my physical fitness?  Why is the heart muscle important?
↓	↓	↓
<b>Vocabulary</b> Rhythmic jumping, turning, grip, weight transfer, balance, swinging, stance, teamwork, challenges	<b>Vocabulary</b> Equipment safety, spatial awareness, sharing, cooperation	<b>Vocabulary</b> Hand-eye coordination, foot-eye coordination; balance, muscular strength and endurance, cardiovascular endurance, heart functions

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**Additional Information/Resources:**

Students will learn about the heart, heart healthy lifestyles, and helping others through Jump Rope for Heart.

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**Course/Subject:** Physical Education  
**Topic:** Unit #8 Dribbling, Volleying,  
Striking

**Grade Level:** 1<sup>st</sup>

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of ball handling skills.

Students will understand that ball-handling activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will apply movement concepts and principles to the learning and development of striking (hand/eye coordination) skills.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.

Students will demonstrate good sportsmanship, respect for others and equipment, fair play and self control.



**Unit Essential Question:**

What skills are needed to control and manipulate a moving object?

What skills are needed to participate in striking activities?

Where can I go throughout the community to participate in recreation activities?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.5.3.A,B,C	<b>Standards:</b> 10.3.3.D	<b>Standards:</b> 10.4.3.A; 10.4.3.F
↓	↓	↓
<b>Lesson Essential Question</b> What skills are necessary to participate in ball handling activities?	<b>Lesson Essential Question</b> What safety considerations are needed to participate in striking activities?	<b>Lesson Essential Question</b> How will these activities help improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Dribbling, passing, aiming, start and stop commands, static and dynamic dribble	<b>Vocabulary</b> Equipment safety, spatial awareness, boundaries communication	<b>Vocabulary</b> Muscular strength and endurance, cardiovascular endurance, flexibility,

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		agility, body composition
<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.5.3.A,B,C	<b>Standards:</b> 10.3.3.D;	<b>Standards:</b> 10.4.3.A; 10.4.3.F
↓	↓	↓
<b>Lesson Essential Question</b> What skills are necessary for striking objects?	<b>Lesson Essential Question</b> What safety considerations are needed to participate in striking activities?	<b>Lesson Essential Question</b> How will these activities help improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Swinging, target, accuracy, hitting, striking	<b>Vocabulary</b> Equipment safety, boundaries, directions, force, effort	<b>Vocabulary</b> Muscular strength and endurance, cardiovascular endurance, flexibility

<b>Additional Information/Resources:</b>
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**Course/Subject:** Physical Education  
**Topic:** Unit #10 Kicking and Trapping

**Grade Level:** 1<sup>st</sup>

**Key Learning:**

Students will apply movement concepts and principles to the learning and development of soccer skills.

Students will understand that soccer provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



**Unit Essential Question:**

What are the basic skills needed to participate in lead-up soccer activities?

Where can I go throughout the community to participate in soccer?

<b>Concept</b> Skills	<b>Concept</b> Safety	<b>Concept</b> Knowledge
<b>Standards:</b> 10.5.3.A,B	<b>Standards:</b> 10.3.3.D; 10.4.3.F	<b>Standards:</b> 10.4.3.A; 10.5.3.C
↓	↓	↓
<b>Lesson Essential Question</b> What skills are necessary for soccer?	<b>Lesson Essential Question</b> What safety considerations are needed for soccer?	<b>Lesson Essential Question</b> How will these activities help improve my physical fitness?
↓	↓	↓
<b>Vocabulary</b> Dribbling, pathways, passing, inside foot; trapping, kicking, controlled ball movement, ball relationship	<b>Vocabulary</b> Equipment safety, boundaries, foot-eye coordination, dangerous play	<b>Vocabulary</b> Body composition, muscular strength, cardiovascular endurance, flexibility

**Additional Information/Resources:**

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**Course/Subject:** Physical Education

**Grade Level:** 1<sup>st</sup>

**Topic:** Unit #11 Games

**Key Learning:**

Cooperation, teamwork, and sportsmanship are essential skills that are necessary in all games.



**Unit Essential Question:**

What are the benefits of cooperation, teamwork, and sportsmanship in games?

<b>Concept</b> Cooperative Activities	<b>Concept</b> Team Activities	<b>Concept</b> Sportsmanship
<b>Standards:</b> 10.4.3.A, 10.5.3.A,B	<b>Standards:</b> 10.5.3.A,F	<b>Standards:BU</b> 10.3.3.D
↓	↓	↓
<b>Lesson Essential Question</b> How do I cooperate with others?	<b>Lesson Essential Question</b> What is teamwork?	<b>Lesson Essential Question</b> What is sportsmanship?
↓	↓	↓
<b>Vocabulary</b> Cooperation, sharing, respect, responsibility, honesty	<b>Vocabulary</b> Trust, teams, strategy, group, appropriate, teammate, motivate	<b>Vocabulary</b> Sportsmanship, rules, fair play, behavior, taking turns, brag, celebrate

**Additional Information/Resources:**