

HPS Scope & Sequence  
K-8 Grade Level Essential Skills  
Created: 2009-2011  
Published: Fall 2011



Grade Level: 1  
Subject: Physical Education

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09

Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

HPS Scope Sequence  
1st grade Physical Education  
Created 2/2011

Standard or GLCE #	Standard or GLCE Language	What this means:	S	Time Days	Possible Embedded Assessment(s)	Vocabulary
	Students will . . . .				36	

## Physical Education Scope and Sequence-1st Grade

### Spatial Awareness

M.MC.01.01	Demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.	Being aware of your surroundings (ex: the gym, other students, objects)	S1	2		Space Awareness, self-space, general space
M.MC.01.06	Demonstrate selected elements of effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.	Controlled movement at different speeds	S1	2		Effort movement concepts-fast/slow and sudden/ sustained
K.MC.01.01	Identify all space awareness movement concepts for location (e.g., self-space and general space).	Being able to identify/understand moving in your own space.	S1	2		Self-space and general space
B.PS.01.01	Exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.	Displaying positive behavior and sportsmanship.	S1	2		Personal/social responsibility, best effort, cooperation
M.MC.01.11	Demonstrate selected elements of relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.	Being able to identify/understand moving in different situations.	S2	1		Leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and btw groups
M.MC.01.04	Demonstrate selected elements of space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.	Being able to move in a straight line, curved line, clockwise, counterclockwise, forward/backwards/sideways.	S2	1		Pathways-straight, curved, zig-zag

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### Non-Locomotor

M.MS.01.01	Demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.	Being able to balance, bend, rock, roll, curl, twist, turn, push, pull, swing, sway, jump, and land.	S1	1		Balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and
K.MS.01.01	Identify all the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, swinging, and landing.	Describing key words on how to balance, bend, stretch, rock, roll, curl, twist, turn, swing, and land.	S2	1		Non-locomotor-Balancing, bending, stretching, rocking, rolling, curling, twisting, turning, swinging, and landing
B.PS.01.01	Exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.	Displaying positive behavior and sportsmanship.	S1	2		Sportsmanship-personal/social character traits of responsibility, best effort, and cooperation
A.HR.01.01	Recognize three of the five components of health-related fitness.	Understand three of the following: cardio endurance, muscular strength, muscular endurance, flexibility, body composition.	S2	2		Cardio endurance, muscular strength, muscular endurance, flexibility, body composition

### Locomotor Skills

K.MS.01.02	Identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, and chase.	Understanding key words on how to walk, run, leap, jump, skip, hop, gallop, slide, and chase (ex. Jump--bend your knees, throw your arms up in the air, land softly)	S1	1		Locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, and chase
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## Physical Education Scope and Sequence-1st Grade

B.PS.01.01	Exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.	Students are participating, listening, and following directions.	S1	2		Personal/social character traits of responsibility, best effort, and cooperation
M.MS.01.02	Demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.	Student is able to walk, run, leap, slide, gallop, hop, and skip using the proper form.	S1	1		Locomotor skills of walk, run, leap, slide, gallop, hop, and skip
B.FB.01.01	Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	Following teacher instructions on motor skills and movement patterns, fitness, and physical activities.	S1	2		Following instructions
A.HR.01.01	Recognize three of the five components of health-related fitness.	Understand three of the following: cardio endurance, muscular strength, muscular endurance, flexibility, body composition.	S2	1		Cardio endurance, muscular strength and endurance, flexibility, and body composition

## Manipulative Skills

K.MS.01.03	Identify selected elements of the following manipulative skills: roll and overhand throw.	Describing key words on how to roll and overhand throw. (Roll: "Tick/Tock" with arm and step with non-throwing foot)	S1	1		Roll, overhand throw
B.FB.01.01	Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	Following teacher instructions on motor skills and movement patterns.	S2	2		Following instructions
M.MS.01.03	Demonstrate selected elements of the mature form of manipulative skills of roll and underhand throw in isolated settings.	Student is able to roll and underhand throw.	S2	1		Roll, overhand throw

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<b>Physical Education Scope and Sequence-1st Grade</b>						
A.PE.01.01	Participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.	Student is able to control an object in a controlled setting. (ex. Dribble with hands/feet, roll, strike, overhand/underhand throw)	S2	1		Dribble with hands/feet, roll, strike, overhand/underhand throw, etc
B.FB.01.01	Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	Following teacher instructions on motor skills and movement patterns.	S2	1		Following instructions
A.PA.01.01	Participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.	Student is able to control an object in a controlled setting. (ex. Dribble with hands/feet, roll, strike, overhand/underhand throw)	S2	1		Dribble with hands/feet, roll, strike, overhand/underhand throw, etc
A.AN.01.01	Achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).	Understand the benefits of exercise.	S2	1		increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping)
A.AN.01.02	Support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.	Supporting your body weight to develop muscles.	S2	1		Support body weight
<b>Rhythmic Activities</b>						
K.RA.01.01	Distinguish between basic rhythmic patterns (e.g., even and uneven).	Being able to move to a beat.	S2	1		Uneven and even beats

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<b>Physical Education Scope and Sequence-1st Grade</b>						
B.PS.01.01	Exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.	Displays positive behavior and sportsmanship.	S2	2		Sportsmanship- personal/social character traits of responsibility, best effort, and
M.RA.01.01	Demonstrate a movement pattern (locomotor and axial) to even and uneven rhythms.	Being able to move to a beat.	S2	1		Uneven and even beats