Arizona Physical Education

Grade 1

Adopted 2015

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- **a.** Hops, gallops, jogs and slides using a mature pattern. S1.E1.1.A
- **a.** Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings. S1.E3.1.A
- **a.** Combines locomotor and nonlocomotor skills in a teacher-led designed dance. S1.E4.1.A
- **a.** Maintains stillness on different bases of support with different body shapes. S1.E6.1.A
- **a.** Transfers weight from one body part to another in self-space in dance and gymnastics environments S1.E7.1.A
- **b.** Rolls with either narrow or curled body shape S1.E7.1.B
- **a.** Demonstrates twisting, curling, bending & stretching actions. S1.E8.1.A
- **a.** Demonstrates 2 of the 5 critical elements of mature pattern. S1.E10.1.A
- **a.** Catches a soft object from a self-toss before it bounces. S1.E12.1.A
- **a.** Dribbles continuously in self-space using the preferred hand. S1.E13.1.A
- **a.** Taps or dribbles a ball using the inside of the foot while walking in general space. S1.E14.1.A
- **a.** Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E17.1.A
- **a.** Volleys an object with an open palm, sending it upward. S1.E18.1.A
- **a.** Strikes a ball with a short-handled implement, sending it upward. S1.E20.1.A
- **a.** Jumps forward and backward consecutively using a self-turned rope. S1.E22.1.A
- **b.** Jumps a long rope up to five times consecutively with teacher-assisted turning. S1.E22.1.B

Skip to main content

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	**a.** Moves in self-space and general space in response to designated beats/rhythms. S2.E1.1.A
	a. Travels demonstrating a low, middle and high levels. S2.E2.1.A
	b. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). S2.E2.1.B
	a. Differentiates between fast and slow speeds. S2.E3.1.A
	b. Differentiates between strong and light force. S2.E3.1.B
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**a.** Discuss the benefits of being active and/or playing. S3.E1.1.A
	a. Actively engages in physical education class. S3.E2.1.A
	a. Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity. S3.E3.1.A
	a. Differentiates between healthy and unhealthy foods. S3.E7.1.A
The physically literate individual exhibits responsible personal and social behavior that respects self and others.	**a.** Follows the rules & parameters of the learning environment. S4.E1.1.A
	a. Responds appropriately to general feedback from the teacher. S4.E2.1.A
	a. Works independently with others in a variety of class environments (e.g., partners, small group & large groups). S4.E3.1.A
	a. Exhibits the established protocols for class activities. S4.E4.1.A
	a. Follows teacher directions for safe participation and proper use of equipment without teacher reminders. S4.E5.1.A
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**a.** Identifies physical activity as a component of good health. S5.E1.1.A
	a. Recognizes that challenge in physical activities can lead to success. S5.E2.1.A
	a. Describes positive feelings that result from participating in physical activities. S5.E3.1.A
	b. Discuss personal reasons (i.e., the "why") for enjoying physical activities. S5.E3.1.B
	a. Demonstrates socially acceptable conflict resolution skills. S5.E4.K-2.A