California Physical Education

Grade 1

Adopted 2005

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1

1a. Movement Concepts 1A

1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. 1.1

1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. 1.2

1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping. 1.3

1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). 1.4

1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving. 1.5

1b. Body Management 1B

1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. 1.6

1c. Locomotor Movement 1C

1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form. 1.7

1.8 Land on both feet after taking off on one foot and on both feet. 1.8

1.9 Jump a swinging rope held by others. 1.9

1d. Manipulative Skills 1D

1.10 Demonstrate the underhand movement (throw) pattern. 1.10

1.11 Demonstrate the overhand movement (throw) pattern. 1.11

1.12 Demonstrate the two-handed overhead (throw) pattern. 1.12

1.13 Catch, showing proper form, a gently thrown ball. 1.13

1.14 Catch a self-tossed ball. 1.14

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1.15 Catch a self-bounced ball. 1.15

1.16 Kick a rolled ball from a stationary position. 1.16

1.17 Kick a stationary ball, using a smooth, continuous running approach. 1.17

1.18 Strike a balloon upward continuously, using arms, hands, and feet. 1.18

1.19 Strike a balloon upward continuously, using a large, short-handled paddle. 1.19

1.20 Dribble a ball in a forward direction, using the inside of the foot. 1.20

1.21 Dribble a ball continuously with one hand. 1.21

1e. Rhythmic Skills 1E

1.22 Create or imitate movement in response to rhythms and music. 1.22

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. 2

2a. Movement Concepts 2A

2.1 Identify the right and left sides of the body and movement from right to left and left to right. 2.1

2.2 Identify people/objects that are within personal space and within boundaries. 2.2

2b. Body Management 2B

2.3 Identify the base of support of balanced objects. 2.3

2c. Locomotor Movement 2C

2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements. 2.4

2d. Manipulative Skills 2D

2.5 Identify examples of underhand and overhand movement patterns. 2.5

2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel. 2.6

2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel. 2.7

2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object. 2.8

2.9 Describe the proper hand and finger position for catching a ball. 2.9

2.10 Demonstrate and explain how to reduce the impact force while catching an object. 2.10

2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach 2.11

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2.12 Identify the location of the contact point to strike an object upward. 2.12

2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot. 2.13

Students assess and maintain a level of physical fitness to improve health and performance. 3

3a. Fitness Concepts 3A

3.1 Participate in physical activities that are enjoyable and challenging. 3.1

3b. Aerobic Capacity 3B

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. 3.2

3c. Muscular Strength/Endurance 3C

3.3 Demonstrate, for increasing periods of time, a "v" sit position, a push-up position with arms extended, and a squat position. 3.3

3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. 3.4

3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar. 3.5

3d. Flexibility 3D

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints. 3.6

3e. Body Composition 3E

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. 3.7

3f. Assessment 3F

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels. 3.8

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4

4a. Fitness Concepts 4A

4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. 4.1

4.2 Explain the importance of drinking water during and after physical activity. 4.2

4.3 Explain that nutritious food provides energy for alertness and mental concentration. 4.3

4b. Aerobic Capacity 4B

4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. 4.4

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4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle. 4.5

4.6 Identify physical activities that cause the heart to beat faster. 4.6

4.7 Describe the role of blood in transporting oxygen from the lungs. 4.7

4c. Muscular Strength/Endurance 4C

4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. 4.8

4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time. 4.9

4d. Flexibility 4D

4.10 Explain that the proper body position while stretching and strengthening will help prevent injury. 4.10

4.11 Diagram how flexible muscles allow more range of motion in physical activity 4.11

4e. Body Composition 4E

4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues). 4.12

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5

5a. Self-Responsibility 5A

5.1 Participate willingly in new physical activities. 5.1

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. 5.2

5b. Social Interaction 5B

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity. 5.3

5.4 Invite others to use equipment or apparatus before repeating a turn. 5.4

5c. Group Dynamics 5C

5.5 Identify and demonstrate the attributes of an effective partner in physical activity. 5.5

5.6 Identify and demonstrate effective practices for working with a group without interfering with others. 5.6