Florida Physical Education

Grade 1

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Travel using various locomotor skills while changing directions, pathways and speeds. PE.1.M.1.1
2. Strike an object upward using body parts. PE.1.M.1.2
3. Strike a lightweight object upward continuously using a paddle/racket. PE.1.M.1.3
4. Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction. PE.1.M.1.4
5. Dribble an object with hands or feet while demonstrating control in general space. PE.1.M.1.5
6. Demonstrate a variety of basic water skills. PE.1.M.1.6
7. Move in different directions to catch a variety of self-tossed objects. PE.1.M.1.7
8. Demonstrate an underhand-throwing motion for accuracy using correct technique. PE.1.M.1.8
9. Demonstrate an overhand-throwing motion for distance using correct technique. PE.1.M.1.9
10. Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape. PE.1.M.1.10
11. Demonstrate a sequence of a balance, a roll and a different balance. PE.1.M.1.11
12. Demonstrate the ability to take weight onto hands. PE.1.M.1.12
13. Chase, flee and dodge to avoid or catch others. PE.1.M.1.13
14. Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment. PE.1.M.1.14

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform locomotor skills to travel in personal and general space. PE.1.M.1.IN.A

b. Strike a modified object upward using a body part. PE.1.M.1.IN.B

c. Strike a lightweight object upward more than one time using a paddle/racket. PE.1.M.1.IN.C

d. Strike a modified, stationary object using a modified, long handled implement so that the object travels a short distance. PE.1.M.1.IN.D

e. Dribble an object with hands or feet in general space. PE.1.M.1.IN.E

f. Use a variety of basic water skills, such as prone float and recover, back float with assistance and move forward and backward with assistance. PE.1.M.1.IN.F

g. Move in more than one direction to catch self-tossed, modified objects. PE.1.M.1.IN.G

h. Use an underhand-throwing motion for accuracy. PE.1.M.1.IN.H

i. Use an overhand throwing motion for distance. PE.1.M.1.IN.I

j. Perform a self-designed creative-movement/dance sequence with a clear beginning balance and use of one movement concept. PE.1.M.1.IN.J

k. Demonstrate a sequence of a balance and a roll. PE.1.M.1.IN.K

l. Perform a transfer of body weight to hands. PE.1.M.1.IN.L

m. Move to avoid or catch others. PE.1.M.1.IN.M

n. Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes and boxes. PE.1.M.1.IN.N

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Supported

a. Perform locomotor skills to travel in general space. PE.1.M.1.SU.A

b. Swing upward and make contact with a modified object using a body part. PE.1.M.1.SU.B

c. Strike a lightweight object upward using a modified paddle/racket. PE.1.M.1.SU.C

d. Strike a modified stationary object using a modified long-handled implement. PE.1.M.1.SU.D

e. Throw or kick an object. PE.1.M.1.SU.E

f. Use a variety of modified basic water skills. PE.1.M.1.SU.F

g. Move in a direction to trap modified objects with both hands. PE.1.M.1.SU.G

h. Perform an underhand throwing motion using modified objects. PE.1.M.1.SU.H

i. Perform an overhand throwing motion using modified objects. PE.1.M.1.SU.I

j. Perform a self-designed creative-movement/dance sequence with use of one movement concept. PE.1.M.1.SU.J

k. Perform a balance and a roll consecutively. PE.1.M.1.SU.K

l. Imitate a transfer of body weight to hands. PE.1.M.1.SU.L

m. Move to avoid others. PE.1.M.1.SU.M

n. Leap and land safely using at least one piece of equipment. PE.1.M.1.SU.N

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Participatory

a. Perform guided locomotor skills. PE.1.M.1.PA.A

b. Swing upward at a modified object with a body part. PE.1.M.1.PA.B

c. Swing upward to make contact with a stationary object using a modified paddle/racket. PE.1.M.1.PA.C

d. Swing at a stationary, modified object using a modified long-handled implement. PE.1.M.1.PA.D

e. Push a ball with hands or feet. PE.1.M.1.PA.E

f. Perform a variety of guided, modified basic water skills. PE.1.M.1.PA.F

g. Trap a rolled, modified object with both hands. PE.1.M.1.PA.G

h. Perform a guided tossing motion. PE.1.M.1.PA.H

i. Perform a guided tossing motion. PE.1.M.1.PA.I

j. Perform a guided movement/dance sequence. PE.1.M.1.PA.J

k. Perform a guided balance and a roll. PE.1.M.1.PA.K

l. Use hands to push against resistance. PE.1.M.1.PA.L

m. Initiate movements to avoid others. PE.1.M.1.PA.M

n. Step and land safely over or on a piece of equipment. PE.1.M.1.PA.N

Cognitive Abilities

2 **Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Identify the critical elements of locomotor skills. PE.1.C.2.1
2. Identify safety rules and procedures for teacher-selected physical activities. PE.1.C.2.2
3. Identify technology that can be utilized to enhance physical activity. PE.1.C.2.3
4. Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. PE.1.C.2.4
5. Recognize the importance of practicing to improve performance. PE.1.C.2.5
6. Use skill cues to improve performance. PE.1.C.2.6
7. Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. PE.1.C.2.7
8. Identify movement concepts. PE.1.C.2.8
9. Name examples of warm-up and cool-down exercises. PE.1.C.2.9

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a characteristic of a variety of locomotor skills. PE.1.C.2.IN.A

b. Recognize safety rules and procedures for teacher-selected physical activities. PE.1.C.2.IN.B

c. Recognize that technology can be used to enhance physical activity. PE.1.C.2.IN.C

d. Recognize the rules for safe water activities and the importance of a lifeguard. PE.1.C.2.IN.D

e. Identify the meaning of practice. PE.1.C.2.IN.E

f. Identify skill cues that are used to improve performances. PE.1.C.2.IN.F

g. Recognize own dominant hand and foot. PE.1.C.2.IN.G

h. Recognize movement concepts, such as directions, pathways and levels. PE.1.C.2.IN.H

i. Recognize examples of warm-up and cool-down exercises. PE.1.C.2.IN.I

Supported

a. Recognize a characteristic of a locomotor skill. PE.1.C.2.SU.A

b. Recognize safety rules for teacher-selected physical activities. PE.1.C.2.SU.B

c. Recognize a technology that can be used to enhance physical activity. PE.1.C.2.SU.C

d. Recognize a rule for safe water activities. PE.1.C.2.SU.D

e. Recognize the meaning of practice. PE.1.C.2.SU.E

f. Recognize skill cues that are used to improve performances. PE.1.C.2.SU.F

g. Recognize own dominant hand or foot. PE.1.C.2.SU.G

h. Recognize directional movements, such as up, down, over and under. PE.1.C.2.SU.H

i. Recognize examples of warm-up or cool-down exercises. PE.1.C.2.SU.I

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Participatory

a. Recognize a locomotor skill. PE.1.C.2.PA.A

b. Recognize a safety rule for teacher-selected physical activities. PE.1.C.2.PA.B

c. Recognize a technology used during physical activity. PE.1.C.2.PA.C

d. Associate bodies of water with danger and the need for supervision. PE.1.C.2.PA.D

e. Associate practice with repeated movement. PE.1.C.2.PA.E

f. Recognize a skill cue that is used to improve performance. PE.1.C.2.PA.F

g. Associate own hand or foot with throwing or striking. PE.1.C.2.PA.G

h. Associate direction with movement, such as up, down, over or under. PE.1.C.2.PA.H

i. Recognize an example of a warm-up or cool-down exercise. PE.1.C.2.PA.I

Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. PE.1.L.3.1
2. Identify a vigorous physical activity. PE.1.L.3.2
3. Identify opportunities for involvement in physical activities during the school day. PE.1.L.3.3
4. Identify opportunities for involvement in physical activities after the school day. PE.1.L.3.4
5. Set physical-activity goals. PE.1.L.3.5
6. Identify the health benefits of physical activity. PE.1.L.3.6
7. Identify edges, pedestrians, vehicles and traffic. PE.1.L.3.7

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize a moderate physical activity. PE.1.L.3.IN.A

b. Recognize a vigorous physical activity. PE.1.L.3.IN.B

c. Recognize opportunities for involvement in physical activities during the school day. PE.1.L.3.IN.C

d. Recognize opportunities for involvement in physical activities after the school day. PE.1.L.3.IN.D

e. Select physical-activity goals. PE.1.L.3.IN.E

f. Recognize selected health benefits of physical activity. PE.1.L.3.IN.F

g. Recognize edges, pedestrians, vehicles and traffic. PE.1.L.3.IN.G

Supported

a. Recognize a moderate modified physical activity. PE.1.L.3.SU.A

b. Recognize a physical activity. PE.1.L.3.SU.B

c. Recognize opportunities for involvement in modified physical activities during the school day. PE.1.L.3.SU.C

d. Recognize opportunities for involvement in modified physical activities after the school day. PE.1.L.3.SU.D

e. Select a physical-activity goal. PE.1.L.3.SU.E

f. Recognize a health benefit of physical activity. PE.1.L.3.SU.F

g. Recognize edges, vehicles and traffic. PE.1.L.3.SU.G

Participatory

a. Recognize a modified physical activity. PE.1.L.3.PA.A

b. Explore physical activities. PE.1.L.3.PA.B

c. Associate selected modified physical activities with experiences during the school day. PE.1.L.3.PA.C

d. Associate selected modified physical activities with experiences after the school day. PE.1.L.3.PA.D

e. Select a physical activity for a goal. PE.1.L.3.PA.E

f. Associate physical activity with health. PE.1.L.3.PA.F

g. Recognize the edge of the road. PE.1.L.3.PA.G

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4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

1. Identify a benefit of strengthening muscles. PE.1.L.4.1

2. Identify the components of health-related physical fitness. PE.1.L.4.2

3. Identify the changes in heart rate before, during and after physical activity. PE.1.L.4.3

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4. Identify the difference in the activity of the heart during rest and while physically active. PE.1.L.4.4
5. Discuss the physiological signs of physical activity. PE.1.L.4.5
6. Identify how to properly flex and extend body parts to promote flexibility. PE.1.L.4.6
7. Identify the food groups. PE.1.L.4.7

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize benefits of strengthening muscles. PE.1.L.4.IN.A
b. Recognize characteristics of health-related fitness. PE.1.L.4.IN.B
c. Identify changes in heart rate after physical activity. PE.1.L.4.IN.C
d. Identify changes in heart rate after physical activity. PE.1.L.4.IN.D
e. Recognize the physiological signs of physical activity, such as an increased heart rate and faster breathing. PE.1.L.4.IN.E
f. Demonstrate a safe way to flex and extend a muscle. PE.1.L.4.IN.F
g. Identify more than one food group. PE.1.L.4.IN.G

Supported

a. Recognize a benefit of strengthening muscles. PE.1.L.4.SU.A
b. Recognize a characteristic of health-related fitness. PE.1.L.4.SU.B
c. Recognize changes in heart rate after physical activity. PE.1.L.4.SU.C
d. Recognize changes in heart rate after physical activity. PE.1.L.4.SU.D
e. Recognize a physiological sign of physical activity, such as an increased heart rate and faster breathing. PE.1.L.4.SU.E
f. Imitate a model to flex and extend a muscle. PE.1.L.4.SU.F
g. Recognize more than one food group. PE.1.L.4.SU.G

Participatory

a. Associate fitness with strength. PE.1.L.4.PA.A
b. Associate health with physical activity. PE.1.L.4.PA.B
c. Associate increased heart rate or breathing with physical activity. PE.1.L.4.PA.C
d. Associate increased heart rate or breathing with physical activity. PE.1.L.4.PA.D
e. Associate physical activity with an increased heart rate or breathing. PE.1.L.4.PA.E
f. Perform a guided flex and extension of a muscle. PE.1.L.4.PA.F
g. Recognize more than one kind of food. PE.1.L.4.PA.G

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Responsible Behaviors and Values

5 Exhibit responsible personal and social behavior that respects self and others in physicalactivity settings.

1. List a benefit resulting from cooperation and sharing during physical activity. PE.1.R.5.1
2. Use physical-activity space safely and properly. PE.1.R.5.2
3. Demonstrate consideration of others while participating in physical activity. PE.1.R.5.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify benefits that accompany cooperation or sharing. PE.1.R.5.IN.A
   b. Use equipment and space safely and properly in selected physical activities. PE.1.R.5.IN.B
   c. Display consideration of others. PE.1.R.5.IN.C

   Supported

   a. Recognize benefits that accompany cooperation or sharing. PE.1.R.5.SU.A
   b. Use equipment and space safely and properly in a physical activity. PE.1.R.5.SU.B
   c. Exhibit respect for others. PE.1.R.5.SU.C

   Participatory

   a. Associate sharing with positive feelings. PE.1.R.5.PA.A
   b. Use equipment and space safely and properly in a guided physical activity. PE.1.R.5.PA.B
   c. Exhibit respect for others in selected activities. PE.1.R.5.PA.C

6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Identify physical-activity preferences. PE.1.R.6.1
2. Identify feelings resulting from participation in physical activity. PE.1.R.6.2
3. Identify the benefits of learning new movement skills. PE.1.R.6.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize favorite physical activities. PE.1.R.6.IN.A

b. Recognize feelings resulting from participation in physical activity. PE.1.R.6.IN.B

c. Recognize a benefit of learning new movement skills. PE.1.R.6.IN.C

Supported

a. Recognize a favorite physical activity. PE.1.R.6.SU.A

b. Recognize a feeling resulting from participation in physical activity. PE.1.R.6.SU.B

c. Express a willingness to try new movement skills. PE.1.R.6.SU.C

Participatory

a. Associate a physical activity with own preference. PE.1.R.6.PA.A

b. Associate a feeling with participation in physical activity. PE.1.R.6.PA.B

c. Recognize a new guided movement skill. PE.1.R.6.PA.C