

Grade 1

Adopted 2018

Demonstrates competency in a variety of motor skills and movement patterns.

- 1. Hop, gallop, and slide using a maturing pattern.** 1.1.1.1
- 2. Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.** 1.1.1.2
- 3. Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.** 1.1.1.3
- 4. Combine locomotor and non-locomotor skills in educational dance while maintaining balance.** 1.1.1.4
- 1. Maintain balance on different bases of support with different body shapes.** 1.1.2.1
- 2. Transfer weight from one body part to another in personal space (self-space).** 1.1.2.2
- 3. Roll forward or backward with a curled body shape. For example: rocker, egg roll.** 1.1.2.3
- 4. Perform non-locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.** 1.1.2.4
- 5. Developmentally appropriate and emerging benchmarks first appear in Grade 2.** 1.1.2.5
- 1. Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.** 1.1.3.1
- 2. Throw overhand with opposite foot forward.** 1.1.3.2
- 3. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.3
- 4. Catch a self-tossed ball adjusting hands and arms to the location of the ball.** 1.1.3.4
- 5. Dribble with preferred hand while remaining in personal space (self-space).** 1.1.3.5

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- 6. Dribble with inside of the foot while remaining in personal space (self-space).** 1.1.3.6
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 - 7. Pass with the feet to a stationary target, while maintaining balance.** 1.1.3.7
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 - 8. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 1.1.3.8
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 - 9. Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.** 1.1.3.9
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 - 10. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.10
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 - 11. Volley individually using various body parts making multiple contacts, while maintaining balance.** 1.1.3.11
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 - 12. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.12
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 - 13. Strike using a short-handled implement, while maintaining balance.** 1.1.3.13
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 - 14. Developmentally appropriate and emerging benchmarks first appear in Grade 2.** 1.1.3.14
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 - 15. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 1.1.3.15
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 - 16. Consecutively jump forward or backward using a self-turned rope.** 1.1.3.16
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 - 17. Consecutively jump a long rope with teacher-assisted turning.** 1.1.3.17
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Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

- 1. Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.** 1.2.1.1
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 - 2. Travel in different relationships to others and objects. For example: over, under, through, around, behind.** 1.2.1.2
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 - 3. Travel using strong and light forces.** 1.2.1.3
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 - 4. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.4
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 - 5. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.5
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 - 6. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.6
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Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors. 1.3.1.1

1. Actively participates in physical activities with minimal teacher prompting. 1.3.2.1

1. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. 1.3.3.1

2. Describe the connection between muscles and one's ability to move. 1.3.3.2

1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 1.3.4.1

1. Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation. 1.3.5.1

Exhibit responsible personal and social behavior that respects self and others.

1. Follow class rules and protocols related to self, space and equipment with minimal teacher prompting. 1.4.1.1

1. Consistently use feedback from the teacher. 1.4.2.1

1. Work respectfully with a partner while sharing equipment and space. 1.4.3.1

1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 1.4.4.1

1. Move safely in general space with minimal reminders. 1.4.5.1

Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. Identify physical activities that can enhance good health. 1.5.1.1

1. Recognize that learning something new can be challenging, but practice and effort can lead to success. 1.5.2.1

1. Identify physical activities that can be played alone and with others that are personally enjoyable. 1.5.3.1