

Grade 1

Adopted 2015

Demonstrates Competency in a Variety of Motor Skills and Movement Patterns.

A. Demonstrate locomotor and non-locomotor skills in a variety of ways.

1. Demonstrate gallop and hop locomotor skills using critical elements.
2. Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
3. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
4. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
5. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
6. Move to a rhythmic beat or pattern.

B. Demonstrate developing control of fundamental manipulative skills.

1. Throw using variations in time/force.
2. Catch a self-tossed object with hands or an implement.
3. Strike an object (e.g., ball, balloon) using different body parts.
4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.
5. Dribble an object with hands and feet in a stable environment through self and general space.
6. Roll a ball to a specified target.

Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.

A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

1. Describe movement vocabulary terms in body, space, effort and relationships.
2. Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
3. Apply different degrees of force, speed and direction when directed by the teacher.
4. Apply concepts of self and general space to accomplish movement tasks.

B. Demonstrate knowledge of critical elements of fundamental motor skills.

1. Differentiate among non-locomotor and manipulative skills.

2. Repeat cue words for fundamental motor skills and apply them to improve performance.

Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.

A. Describes current level of physical activity and identifies additional physical activity opportunities.

1. Identify opportunities for physical activity during the school day.
2. Track the amount of physical activity within the school day.
3. Differentiate between healthy and unhealthy food and beverage choices for physical activity.

B. Understand the principles, components and practices of health-related physical fitness.

1. Identify activities that align with each component of health-related fitness.
2. Identify the heart as a muscle that grows stronger with exercise and physical activity.
3. Identify ways to strengthen muscles.
4. Identify ways to stretch muscles in the upper and lower body.

Exhibits Responsible Personal and Social Behavior that Respects Self and Others.

A. Know and follow procedures and safe practices.

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Work independently and complete activities.
4. Explain rules related to safety and activity-specific procedures.

B. Responsible behavior in physical activity settings.

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation and consideration of others in partner and group physical activities.
3. Demonstrate willingness to work with a variety of partners in physical education activities.

Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.

A. Identifies health benefits as reasons to value physical activity.

1. Recognize more physical activity leads to additional health benefits.

B. Identifies reasons to participate in physical activity.

1. Identify why a physical activity is fun.