

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](#)

#### 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

#### 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

#### 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
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## 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](#)

#### 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

#### 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
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## 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](#)

#### 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](#)
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 physical activity 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

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**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](#)

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](#)