

Grade 1

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms.

1-P-1. Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges. 1-P-1

1. Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, and skip). 1-P-1.1
2. Demonstrate clear contrasts between slow and fast movements traveling in different directions and in personal and general space without bumping into others or falling. 1-P-1.2
3. Demonstrate selected non-locomotor skills (push, pull, bend, twist, stretch, turn). 1-P-1.3
4. Distinguish between straight, curved, and zigzag pathways while traveling in various ways. 1-P-1.4
5. Roll sideways, right or left, without hesitating (e.g., log roll). 1-P-1.5
6. Demonstrate the following body shapes: narrow, round, wide, and twisted body shapes. 1-P-1.6

1-P-2. Demonstrates ways to manage body weight in a variety of situations alone or within a group 1-P-2

1. Jump and land using a combination of one and two-footed takeoffs and landings 1-P-2.1
2. Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding. 1-P-2.2
3. Demonstrate control in balancing and locomotor movement activities. 1-P-2.3

1-P-3. Performs manipulative skills using a variety of equipment in different environmental conditions. 1-P-3

1. Demonstrate the underhand and overhand throw patterns. 1-P-3.1
2. Demonstrate the two-handed overhead throw pattern. 1-P-3.2
3. Catch and gently throw an object from self or another person. 1-P-3.3
4. Move to approach a stationary ball and kick it. 1-P-3.4
5. Strike an object upward continuously while using a variety of body parts and/or equipment. 1-P-3.5
6. While stationary, dribble a ball continuously using the preferred hand. 1-P-3.6

1-P-4. Performs basic rhythmic skills alone, with a partner, or within a group. 1-P-4

1. Create or imitate movement in response to rhythmic patterns and music. 1-P-4.1
2. Combine locomotor patterns in time to music. 1-P-4.2
3. Perform rhythmic patterns using body movements and manipulatives (e.g., parachute, balls, sticks, ribbons). 1-P-4.3

Applies movement concepts and principles to the learning and development of motor skills.

2-P-1. Integrates other content areas through movement. 2-P-1

1. Identify the right and left sides of the body and movement from right to left and left to right (dance). 2-P-1.1
2. Identify various body parts and levels in performing physical activities. 2-P-1.2
3. Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (alphabetize letters, counting, mass and weight, folk/line dance). 2-P-1.3

2-P-2. Demonstrates and uses a variety of relationships with objects. 2-P-2

1. Identify and demonstrate selected elements of relationship movement concepts of objects, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting surrounding, around, and alongside in isolated settings. 2-P-2.1
2. Demonstrate the ability to move directionally upon verbal and rhythmic cues. 2-P-2.2

2-P-3. Identifies fundamental movement patterns. 2-P-3

1. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide. 2-P-3.1
 2. Recognize levels and pathways when demonstrated. 2-P-3.2
 3. Identify major characteristics of the basic manipulative skills of throw (using underhand, sidearm, or overhand), catch, kick, and strike (using underhand, sidearm, or overhand). 2-P-3.3
 4. Apply movement concepts of walk, jog, and run to a variety of basic skills (e.g., throw, catch, strike) 2-P-3.4
-

2-P-4. Establishes a beginning movement vocabulary. 2-P-4

1. Demonstrate the ability to follow directions given the following movement vocabulary: high/low, close/far, alone/partner, curved, zigzag, right/left, clockwise/counter/clockwise. 2-P-4.1
-

2-P-5. Applies appropriate concepts to performance 2-P-5

1. Demonstrate the ability to combine any locomotor skills with concepts of space and direction. 2-P-5.1
-

Exhibits a physically active lifestyle.

3-P-1. Participates regularly in vigorous activities outside of physical education class. 3-P-1

1. Participate regularly in a variety of physical activities outside of physical education class (e.g., playing, bicycling, sport teams, gymnastics, and/or dance). Record using teacher/parent log. 3-P-1.1
-

3-P-2. Acknowledges that physical activity is good for personal well-being. 3-P-2

1. Identify the location of the heart and lungs and explain what happens during physical exercise. 3-P-2.1
 2. Distinguish between active and inactive lifestyles. 3-P-2.2
-

3-P-3. Experiences and expresses satisfaction from participation in physical activity. 3-P-3

1. Willingly attempt new physical activities when presented with a variety of options. 3-P-3.1
 2. Exhibit both verbal and non-verbal indicators of enjoyment of, or satisfaction with, physical activity. 3-P-3.2
-

Achieves and maintains a health-enhancing level of physical fitness.

4-P-1. Sustains activity from moderate to vigorous intensity levels while participating in physical activity. 4-P-1

1. Participate in sustained moderate to vigorous physical activities that cause increased heart rate and respiration for a period of 15 minutes. 4-P-1.1
2. Identify changes in the body that occur during vigorous activity. 4-P-1.2

4-P-2. Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing). 4-P-2

1. Describe and participate in a variety of physical activities that promote positive gains in health-related fitness. 4-P-2.1
2. Identify that moderate levels of physical activity increase heart rate, respirations and perspiration, etc. (e.g., running, galloping, and hopping). 4-P-2.2

4-P-3. Demonstrates activities that increase muscular strength and endurance. 4-P-3

1. Demonstrate the ability to correctly perform a variety of teacher-led exercises for muscular strength and endurance (crunches, squats, lunges, push-up choices, dyna bands, musical activities). 4-P-3.1
2. Demonstrate sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands. 4-P-3.2

4-P-4. Demonstrates moving each joint through a full range of motion. 4-P-4

1. Demonstrate and identify flexibility activities for shoulders, legs, and trunk. 4-P-4.1

Demonstrates responsible personal and social behavior in physical activity settings.

5-P-1. Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium). 5-P-1

1. Follow rules, directions, and procedures from the instructor with little reinforcement. 5-P-1.1

5-P-2. Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings. 5-P-2

1. Engage in activity in a diverse group setting without interfering with others. 5-P-2.1

5-P-3. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task. 5-P-3

1. Demonstrate cooperation and consideration of others in group activities (sharing and taking turns). 5-P-3.1

5-P-4. Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration). 5-P-4

1. Exhibit behavior which exemplifies responsibility to avoid conflict, best effort, cooperation, and compassion/empathy in a controlled setting. 5-P-4.1
 2. Demonstrate socially acceptable conflict resolution during class activity. 5-P-4.2
-

Demonstrates an understanding and respect for differences among people in physical activity settings.

6-P-1. Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities. 6-P-1

1. Positively interacts with others regardless of physical abilities. 6-P-1.1
-

6-P-2. Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability). 6-P-2

1. Show appropriate sportsmanship and sensitivity to diversity and gender issues. 6-P-2.1
-

6-P-3. Demonstrates a willingness to help a fellow student who has difficulty completing a skill. 6-P-3

1. Encourage fellow students who experience difficulty with a task by giving verbal cues, visual cues, or demonstrations. 6-P-3.1
-

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. 7:

7-P-1. Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups. 7-P-1

1. Identify and demonstrate acceptable responses to challenges, successes, and failures during physical activity. 7-P-1.1
-

7-P-2. Distinguishes feelings about and during physical activity. 7-P-2

1. Looks forward to participating in physical activity. 7-P-2.1
 2. Identify a limited number of emotions related to how the student feels while participating in physical activity. 7-P-2.2
-

7-P-3. Displays a willingness to participate in new activities. 7-P-3

1. Show signs of excitement and willingly participate when exposed to new activities, skills, and movements. 7-P-3.1