

GRADE 1

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 1.1.1** Hop, gallop, jog and slide, using a mature pattern.
- **Standard 1.1.2** Demonstrate two of the five critical elements for jumping and landing in a horizontal and vertical plane, using two-foot takeoff and landing.
- **Standard 1.1.3** Combine locomotor and non-locomotor skills in a teacher-designed dance.
- **Standard 1.1.4** Demonstrate twisting, curling, bending, and stretching actions.
- **Standard 1.1.5** Maintain stillness on different bases of support with a variety of body shapes.
- **Standard 1.1.6** Transfer weight from one body part to another, using self-space in a movement environment.
- **Standard 1.1.7** Roll with either a narrow or curled body shape.
- **Standard 1.1.8** Catch a soft object from a self-toss before it bounces.
- **Standard 1.1.9** Catch various sized balls when self-tossed or tossed by a skilled thrower.
- **Standard 1.1.10** Toss underhand, demonstrating two of the five critical elements of a well-developed pattern.
- **Standard 1.1.11** Dribble continuously in personal space using preferred hand.
- **Standard 1.1.12** Tap a ball using the inside of the foot while walking in general space.
- **Standard 1.1.13** Approach a stationary ball and kick it forward, demonstrating two of the five critical elements of a well-developed pattern.

- **Standard 1.1.14** Volley an object with an open palm, sending it upward.
- **Standard 1.1.15** Strike a ball with a short-handled implement, sending it upward.
- **Standard 1.1.16** Jump forward or backward consecutively, using a self-turned rope.
- **Standard 1.1.17** Jump a long rope up to five times consecutively with teacher-assisted turning.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 1.2.1** Move in personal space and general space while participating in activity or dance.
- **Standard 1.2.2** Travel demonstrating low- and high-level relationships with objects (e.g., over, under, around and through).
- **Standard 1.2.3** Differentiate between fast and slow speeds in open space.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 1.3.1** Discuss the benefits of being active and exercising.
- **Standard 1.3.2** Actively engage in physical activity during class.
- **Standard 1.3.3** Identify the heart as a muscle that grows stronger with exercise, play, and physical activity.
- **Standard 1.3.4** Differentiate between healthy and unhealthy foods.
- **Standard 1.3.5** Describe how proper hydration is important when participating in physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 1.4.1** Accept personal responsibility by using equipment and space appropriately.
- **Standard 1.4.2** Follow rules and parameters of the learning environment.
- **Standard 1.4.3** Accept personal feedback from teacher.
- **Standard 1.4.4** Work independently and with others in a variety of class environments.
- **Standard 1.4.5** Follow procedures for class activities.
- **Standard 1.4.6** Follow directions for safe participation and proper use of equipment without teacher reminders.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 1.5.1** Identify physical activity as a component of good health.
- **Standard 1.5.2** Recognize that challenges in physical activity can lead to success.
- **Standard 1.5.3** Describe positive feelings and personal reasons for enjoying physical activity.
- **Standard 1.5.4** Discuss the enjoyment of participating in activities with others.