

## Grade 1

### **Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

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

#### **GLEs**

1-P-1.1 Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, and skip).

1-P-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-1.3 Demonstrate selected non-locomotor skills (push, pull, bend, twist, stretch, turn).

1-P-1.4 Distinguish between straight, curved, and zigzag pathways while traveling in various ways.

1-P-1.5 Roll sideways, right or left, without hesitating (e.g., log roll).

1-P-1.6 Demonstrate the following body shapes: narrow, round, wide, and twisted body shapes.

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

#### **GLEs**

1-P-2.1 Jump and land using a combination of one and two-footed takeoffs and landings

1-P-2.2 Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.

1-P-2.3 Demonstrate control in balancing and locomotor movement activities.

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

#### **GLEs**

1-P-3.1 Demonstrate the underhand and overhand throw patterns.

1-P-3.2 Demonstrate the two-handed overhead throw pattern.

1-P-3.3 Catch and gently throw an object from self or another person.

1-P-3.4 Move to approach a stationary ball and kick it.

1-P-3.5 Strike an object upward continuously while using a variety of body parts and/or equipment.

1-P-3.6 While stationary, dribble a ball continuously using the preferred hand.

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

**GLEs**

1-P-4.1 Create or imitate movement in response to rhythmic patterns and music.

1-P-4.2 Combine locomotor patterns in time to music.

1-P-4.3 Perform rhythmic patterns using body movements and manipulatives (e.g., parachute, balls, sticks, ribbons).

**Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

**Benchmark 2-P-1:** Integrates other content areas through movement.

**GLEs**

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-1.2 Identify various body parts and levels in performing physical activities.

2-P-1.3 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).

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

**GLEs**

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-2.2 Demonstrate the ability to move directionally upon verbal and rhythmic cues.

**Benchmark 2-P-3:** Identifies fundamental movement patterns.

**GLEs**

2-P-3.1 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide.

2-P-3.2 Recognize levels and pathways when demonstrated.

2-P-3.3 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-3.4 Apply movement concepts of walk, jog, and run to a variety of basic skills (e.g., throw, catch, strike)

**Benchmark 2-P-4:** Establishes a beginning movement vocabulary.

**GLE**

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.

**Benchmark 2-P-5:** Applies appropriate concepts to performance.

**GLE**

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

**Standard 3: Exhibits a physically active lifestyle.**

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

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

**GLE**

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.

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

**GLEs**

3-P-2.1 Identify the location of the heart and lungs and explain what happens during physical exercise.

3-P-2.2 Distinguish between active and inactive lifestyles.

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

**GLEs**

3-P-3.1 Willingly attempt new physical activities when presented with a variety of options.

3-P-3.2 Exhibit both verbal and non-verbal indicators of enjoyment of, or satisfaction with, physical activity.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

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

**GLEs**

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-1.2 Identify changes in the body that occur during vigorous activity.

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

**GLEs**

4-P-2.1 Describe and participate in a variety of physical activities that promote positive gains in health-related fitness.

4-P-2.2 Identify that moderate levels of physical activity increase heart rate, respirations and perspiration, etc. (e.g., running, galloping, and hopping).

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

**GLEs**

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-3.2 Demonstrate sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.

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

**GLE**

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

**Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.**

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

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

**GLE**

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

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

**GLE**

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

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

**GLE**

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

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

**GLEs**

5-P-4.1 Exhibit behavior which exemplifies responsibility to avoid conflict, best effort, cooperation, and compassion/empathy in a controlled setting.

5-P-4.2 Demonstrate socially acceptable conflict resolution during class activity.

**Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.**

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

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

**GLE**

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

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

**GLE**

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

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

**GLE**

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

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

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

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

**GLE**

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

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

**GLEs**

7-P-2.1 Looks forward to participating in physical activity.

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

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

**GLE**

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