

Grade 1

Adopted 2015

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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- a. Hops, gallops, jogs and slides using a mature pattern. [S1.E1.1.A](#)
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- a. Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings. [S1.E3.1.A](#)
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- a. Combines locomotor and nonlocomotor skills in a teacher-led designed dance. [S1.E4.1.A](#)
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- a. Maintains stillness on different bases of support with different body shapes. [S1.E6.1.A](#)
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- a. Transfers weight from one body part to another in self-space in dance and gymnastics environments [S1.E7.1.A](#)
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- b. Rolls with either narrow or curled body shape [S1.E7.1.B](#)
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- a. Demonstrates twisting, curling, bending & stretching actions. [S1.E8.1.A](#)
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- a. Demonstrates 2 of the 5 critical elements of mature pattern. [S1.E10.1.A](#)
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- a. Catches a soft object from a self-toss before it bounces. [S1.E12.1.A](#)
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- a. Dribbles continuously in self-space using the preferred hand. [S1.E13.1.A](#)
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- a. Taps or dribbles a ball using the inside of the foot while walking in general space. [S1.E14.1.A](#)
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- a. Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. [S1.E17.1.A](#)
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- a. Volleys an object with an open palm, sending it upward. [S1.E18.1.A](#)
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- a. Strikes a ball with a short-handled implement, sending it upward. [S1.E20.1.A](#)
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- a. Jumps forward and backward consecutively using a self-turned rope. [S1.E22.1.A](#)
 - b. Jumps a long rope up to five times consecutively with teacher-assisted turning. [S1.E22.1.B](#)
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The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- a. Moves in self-space and general space in response to designated beats/rhythms. [S2.E1.1.A](#)

- a. Travels demonstrating a low, middle and high levels. [S2.E2.1.A](#)

- b. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). [S2.E2.1.B](#)

- a. Differentiates between fast and slow speeds. [S2.E3.1.A](#)

- b. Differentiates between strong and light force. [S2.E3.1.B](#)

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Discuss the benefits of being active and/or playing. [S3.E1.1.A](#)

- a. Actively engages in physical education class. [S3.E2.1.A](#)

- a. Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity. [S3.E3.1.A](#)

- a. Differentiates between healthy and unhealthy foods. [S3.E7.1.A](#)

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- a. Follows the rules & parameters of the learning environment. [S4.E1.1.A](#)

- a. Responds appropriately to general feedback from the teacher. [S4.E2.1.A](#)

- a. Works independently with others in a variety of class environments (e.g., partners, small group & large groups). [S4.E3.1.A](#)

- a. Exhibits the established protocols for class activities. [S4.E4.1.A](#)

- a. Follows teacher directions for safe participation and proper use of equipment without teacher reminders. [S4.E5.1.A](#)

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- a. Identifies physical activity as a component of good health. [S5.E1.1.A](#)

- a. Recognizes that challenge in physical activities can lead to success. [S5.E2.1.A](#)

- a. Describes positive feelings that result from participating in physical activities. [S5.E3.1.A](#)

- b. Discuss personal reasons (i.e., the "why") for enjoying physical activities. [S5.E3.1.B](#)

- a. Demonstrates socially acceptable conflict resolution skills. [S5.E4.K-2.A](#)