

# Grade 1

Adopted 2005

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

## **Movement Concepts**

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

---

## **Body Management**

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

---

## **Locomotor Movement**

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

---

### **Manipulative Skills**

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

---

### **Rhythmic Skills**

- 1.22 Create or imitate movement in response to rhythms and music.

---

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### **Movement Concepts**

- 2.1 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

---

### **Body Management**

- 2.3 Identify the base of support of balanced objects.

---

### **Locomotor Movement**

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

---

## **Manipulative Skills**

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
- 2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

**Students assess and maintain a level of physical fitness to improve health and performance.**

---

## **Fitness Concepts**

- 3.1 Participate in physical activities that are enjoyable and challenging.

---

## **Aerobic Capacity**

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

---

## **Muscular Strength/Endurance**

- 3.3 Demonstrate, for increasing periods of time, a "v" sit position, a push-up position with arms extended, and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

---

## **Flexibility**

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

---

## **Body Composition**

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

---

## **Assessment**

- 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.
-

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### **Fitness Concepts**

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
  - 4.2 Explain the importance of drinking water during and after physical activity.
  - 4.3 Explain that nutritious food provides energy for alertness and mental concentration.
- 

### **Aerobic Capacity**

- 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
  - 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
  - 4.6 Identify physical activities that cause the heart to beat faster.
  - 4.7 Describe the role of blood in transporting oxygen from the lungs.
- 

### **Muscular Strength/Endurance**

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
  - 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.
- 

### **Flexibility**

- 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
  - 4.11 Diagram how flexible muscles allow more range of motion in physical activity
- 

### **Body Composition**

- 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).
- 

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- 5.1 Participate willingly in new physical activities.
  - 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.
- 

### **Social Interaction**

- 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
- 5.4 Invite others to use equipment or apparatus before repeating a turn.

---

## **Group Dynamics**

- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
- 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.