

Minnesota 2018 K-12 Physical Education Standards

1st Grade		
Standard	Code	Benchmark
Locomotor	1.1.1.1	Hop, gallop, and slide using a maturing pattern.
Locomotor	1.1.1.2	Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.
Locomotor	1.1.1.3	Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet
Locomotor	1.1.1.4	Combine locomotor and non-locomotor skills in educational dance while maintaining balance.
Non-Locomotor	1.1.2.1	Maintain balance on different bases of support with different body shapes.
Non-Locomotor	1.1.2.2	Transfer weight from one body part to another in personal space (self-space).
Non-Locomotor	1.1.2.3	Roll forward or backward with a curled body shape. For example: rocker, egg roll.
Non-Locomotor	1.1.2.4	Perform non locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.
Manipulative	1.1.3.1	Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.
Manipulative	1.1.3.2	Throw overhand with opposite foot forward
Manipulative	1.1.3.4	Catch a self-tossed ball adjusting hands and arms to the location of the ball.
Manipulative	1.1.3.5	Dribble with preferred hand while remaining in personal space (self-space).

Manipulative	1.1.3.6	Dribble with the inside of the foot while remaining in personal space (self-space).
Manipulative	1.1.3.7	Pass with the feet to a stationary target, while maintaining balance.
Manipulative	1.1.3.9	Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.
Manipulative	1.1.3.11	Volley individually using various body parts making multiple contacts, while maintaining balance.
Manipulative	1.1.3.13	Strike using a short-handled implement, while maintaining balance.
Manipulative	1.1.3.16	Consecutively jump forward or backward using a self-turned rope.
Manipulative	1.1.3.17	Consecutively jump a long rope with teacher assisted turning.
Movement	1.2.1.1	Travel at different levels differentiating between movement in personal space (self-space) and general space.
Movement	1.2.1.2	Travel in different relationships to others and objects. For example: over, under, through, around, behind.
Movement	1.2.1.3	Travel using strong and light forces.
Personal Health	1.3.1.1	Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.
Personal Health	1.3.2.1	Actively participates in physical activities with minimal teacher prompting.
Personal Health	1.3.3.1	Identify the heart as a muscle that grows stronger with exercise, play and physical activity

Personal Health	1.3.3.2	Describe the connection between muscles and one's ability to move.
Personal Health	1.3.5.1	Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.
Social Behavior	1.4.1.1	Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.
Social Behavior	1.4.2.1	Consistently use feedback from the teacher.
Social Behavior	1.4.3.1	Work respectfully with a partner while sharing equipment and space.
Social Behavior	1.4.5.1	Move safely in general space with minimal reminders.
Healthy Physical Lifestyle	1.5.1.1	Identify physical activities that can enhance good health.
Healthy Physical Lifestyle	1.5.2.1	Recognize that learning something new can be challenging, but practice and effort can lead to success.
Healthy Physical Lifestyle	1.5.3.1	Identify physical activities that can be played alone and with others that are personally enjoyable.