

## GRADE 1: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Description	Activities
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate functional form of locomotor and nonlocomotor skills.	<ul style="list-style-type: none"> <li>• Refines walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities.</li> <li>• Refines bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities.</li> <li>• Uses locomotor skills by playing follow the leader activities with partner. Mirror a partner using nonlocomotor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial activities</li> <li>• Gymnastics</li> <li>• Tag games</li> </ul>
	2. Students will travel and change directions quickly in response to a signal.	<ul style="list-style-type: none"> <li>• Play tag safely by changing directions, stopping and starting when appropriate.</li> <li>• Responds to various rhythmic signals with associated locomotor skills.</li> <li>• Responds to a variety of rhythmic signals during movement exploratory activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag Games</li> <li>• Movement/spatial activities</li> </ul>
	3. Students will demonstrate functional form of manipulative skills.	<ul style="list-style-type: none"> <li>• Tosses and catches a variety of objects with a partner.</li> <li>• Bounces and catches a ball to self.</li> <li>• Strikes an object with a variety of implements.</li> <li>• Kicks a stationary ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing/Catching activities</li> <li>• Baseball/T-Ball Lead-Up Games</li> <li>• Yard Games</li> <li>• Soccer/Kickball</li> </ul>
	4. Students will travel in relationship to objects (e.g., over, under, behind, and through).	<ul style="list-style-type: none"> <li>• Travel through a simple obstacle course.</li> <li>• Creates a variety of shapes and forms with a partner; then moves through them.</li> <li>• Moves through general space in a variety of ways avoiding people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial activities</li> </ul>
	5. Students will perform simple rhythmical patterns (e.g., scattered, circle, partner).	<ul style="list-style-type: none"> <li>• Responds to simple line dances.</li> <li>• Performs a simple dance to music.</li> <li>• Interprets music with creative movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Various Dances</li> </ul>
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels- high, medium, low).	<ul style="list-style-type: none"> <li>• Recognizes curved, straight, and zigzag pathways.</li> <li>• Recognizes high, medium, and low levels.</li> <li>• Knows various speeds (e.g., slow = walk, medium = jog, and fast = run).</li> <li>• Repeats cue words associated with movement skills (e.g., skip = step hop).</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial activities</li> </ul>

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	2. Students will identify the basic functions of bones and muscles.	<ul style="list-style-type: none"> <li>Knows that muscles in the legs help motor movements (e.g., kicking and running).</li> <li>Knows that muscles in the upper body (chest and arms) help motor skills (e.g., throwing, pushing, climbing).</li> <li>Knows that bones are the “framework” of the body.</li> </ul>	<ul style="list-style-type: none"> <li>Tag games</li> <li>Movement activities</li> <li>Kicking skills</li> <li>Throwing skills</li> </ul>
	3. Students will apply appropriate movement concept to performance.	<ul style="list-style-type: none"> <li>Recognizes that focal points help in the balance process.</li> <li>Recognizes that heavier objects require more effort to move.</li> <li>Recognizes locomotor skills that require light versus strong force concepts (e.g., tip toe versus stomping)</li> </ul>	<ul style="list-style-type: none"> <li>Throwing activities                             <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Power/Distance</li> </ul> </li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate in regularly scheduled physical activities in a variety of settings.	<ul style="list-style-type: none"> <li>Jogs/walks continuously for 5 – 10 minutes.</li> <li>Participates in low organized games.</li> <li>Participates in activities that use various pieces of equipment (e.g., ropes, balls, paddles).</li> </ul>	<ul style="list-style-type: none"> <li>Floor Hockey</li> <li>Tennis</li> <li>Jump Rope</li> <li>Running Games</li> </ul>
	2. Students will practice the components of health-related fitness.	<ul style="list-style-type: none"> <li>Stretches.</li> <li>Practices age-appropriate fitness test skills.</li> <li>Practices arm support activities.</li> <li>Participates in aerobic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness activities                             <ul style="list-style-type: none"> <li>- Strength</li> <li>- Balance</li> <li>- Yoga</li> </ul> </li> </ul>
	3. Students will engage in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>Participates in continuously moving simple games (e.g., tag).</li> <li>Participates in rope jumping activities.</li> <li>Participates in continuous relay-type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Tag games</li> <li>Jump Rope</li> <li>Other running games</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will identify how the body feels during different kinds of physical activity.	<ul style="list-style-type: none"> <li>Explains why breathing faster provides more oxygen during exercise.</li> <li>Explains why blood flows faster through the body when we work harder.</li> <li>Explains why sweat occurs during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Health components</li> </ul>
	2. Students will sustain moderate to vigorous physical activity for short periods of time.	<ul style="list-style-type: none"> <li>Participate in short relays across the gym.</li> <li>Run/Jog/speed walks 1/4 of a mile.</li> <li>Participates in “never ending” tag games.</li> </ul>	<ul style="list-style-type: none"> <li>Tag/other running games</li> <li>Jogging/Pacing</li> </ul>

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	3. Students will recognize the components of health-related fitness.	<ul style="list-style-type: none"> <li>• Knows that stretching helps flexibility.</li> <li>• Knows that jogging/running helps to increase cardio respiratory endurance.</li> <li>• Knows that eating from healthy food groups helps maintain good body composition.</li> <li>• Knows that participating in specific exercises (e.g., modified pull ups, push-ups and curl ups) helps make muscles strong (muscular strength and endurance).</li> </ul>	<ul style="list-style-type: none"> <li>• Health components</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.	<ul style="list-style-type: none"> <li>• Plays fairly during simple games.</li> <li>• Verbalizes rules and procedures.</li> <li>• Moves safely during exploratory activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> </ul>
	2. Students will share space and equipment with others.	<ul style="list-style-type: none"> <li>• Uses general space safely while moving during exploratory activities.</li> <li>• Shares equipment during partner activities.</li> <li>• Uses equipment in designated space without interfering with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial activities</li> <li>• Sportsmanship</li> </ul>
	3. Students will use equipment safely and responsibly.	<ul style="list-style-type: none"> <li>• Follows teacher’s directions regarding appropriate equipment use during skill practice.</li> <li>• Jumps rope safely in general space.</li> <li>• Chooses an area with enough space to throw and catch with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial awareness all activities/lessons</li> </ul>
	4. Students will stop activity immediately at the signal to do so.	<ul style="list-style-type: none"> <li>• Returns equipment to appropriate place on teacher’s signal.</li> <li>• Freezes body on teacher’s signal.</li> <li>• Stops play during simple games on a signal.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression and social interaction. (Intrinsic Value)</b>	1. Students will interact positively with others regardless of personal differences.	<ul style="list-style-type: none"> <li>• Involves other people in activities.</li> <li>• Pairs with other students on a frequent basis.</li> <li>• Offer a positive reinforcement (e.g., smile) towards other students.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>

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	2. Students will recognize opportunities to be physically active at school, home, or in the community.	<ul style="list-style-type: none"> <li>• Participates in extracurricular activities and shares with the class.</li> <li>• Encourages others in the class.</li> <li>• Participates with full effort in and out of class.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>
	3. Students will associate positive feelings with participation in physical activity.	<ul style="list-style-type: none"> <li>• Participates and does not give up on the first attempt of an activity.</li> <li>• Uses verbal and nonverbal emotions to show outward feelings (e.g., smile and words of encouragement).</li> <li>• Ready to participate and engage at the beginning of class.</li> <li>• Demonstrates persistence in practicing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability.)	<ul style="list-style-type: none"> <li>• Engages in a variety of activities with different partners.</li> <li>• Participates in creative dance with different people.</li> <li>• Shows active involvement in everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>