

GRADE 1

<u>Standard</u>	<u>Benchmarks</u>	<u>Content/Assessment</u>
<p>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</p>	<p>1. Students will demonstrate functional form of locomotor and nonlocomotor skills.</p>	<ul style="list-style-type: none"> • Bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities. • Participates in a variety of mat activities, i.e. animal movements, rolling, leaping/jumping. • Experience unilateral and bilateral movements, i.e. jumping jacks, galloping, R and L, sliding, skipping, hop R and L, continuous jump, running. • One foot balance hands on hips R and L. • Demonstrate proper log roll. • Demonstrate proper forward roll (on wedge mat). • Jumps a turned long jump rope.
	<p>2. Students will travel and change directions quickly in response to a signal.</p>	<ul style="list-style-type: none"> • Play tag safely by changing directions, stopping and starting when appropriate. • Responds to various rhythmic signals with associated locomotor skills • Top on cue within two steps without falling.
	<p>3. Students will demonstrate functional form of manipulative skills.</p>	<ul style="list-style-type: none"> • Catching in place various types of balls with the hands independent of the body. • Throws overhand from a standing position stepping forward in the opposition. • Striking skills using hand or hand-held object. • Demonstrate bouncing and catching the ball with two hands. • Demonstrate kicking a stationary ball with the dominant foot.
	<p>4. Students will travel in relationship to objects (e.g., over, under, behind, and through).</p>	<ul style="list-style-type: none"> • Travel through a simple obstacle course. • Creates a variety of shapes and forms with a partner; then moves through them. • Moves through general space in a variety of ways avoiding people and objects. • Use a variety of relationships with objects (e.g., over/under, behind, alongside, through).
	<p>5. Students will perform simple rhythmical patterns (e.g., scattered, circle, partner).</p>	<ul style="list-style-type: none"> • Responds to simple square dance calls. • Performs a simple folk dance to music. • Interprets music with creative movements.

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2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels–high, medium, low).	<ul style="list-style-type: none"> • Recognizes curved, straight, and zigzag pathways. • Recognizes high, medium, and low levels. • Knows various speeds (e.g., slow = walk, medium = jog, and fast = run). • Repeats cue words associated with movement skills (e.g. skip =step hop). • Recognizes and can name basic locomotor pattern.
	2. Students will identify the basic functions of bones and muscles.	<ul style="list-style-type: none"> • Knows that muscles in the legs help motor movements (e.g., kicking and running). • Knows that muscles in the upper body (chest and arms) help motor skills (e.g., throwing, pushing, climbing). • Knows that bones are the “framework” of the body.
	3. Students will apply appropriate movement concept to performance.	<ul style="list-style-type: none"> • Recognizes that focal points help in the balance process. • Recognizes locomotor skills that require light versus strong force concepts (e.g., tip toe versus stomping).
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate in regularly scheduled physical activities in a variety of settings.	<ul style="list-style-type: none"> • Participates in low organized games. • Participates in activities that use various pieces of equipment (e.g., ropes, balls, paddles). • Encourage students to experience physical activities outside of the school.
	2. Students will practice the components of health-related fitness.	<ul style="list-style-type: none"> • Stretches before vigorous activity. • Practices age-appropriate fitness skills. • Practices arm support activities. • Participates in aerobic activities.
	3. Students will engage in moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Participates in continuously moving simple games (e.g., tag). • Participates in rope jumping activities. • Participates in continuous relay-type activities.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify how the body feels during different kinds of physical activity.	<ul style="list-style-type: none"> • Explains why sweat occurs during exercise. • Explains that the heart beats fast and breathing increases during exercise.
	2. Students will sustain moderate to vigorous physical activity for short periods of time.	<ul style="list-style-type: none"> • Participate in short relays across the gym. • Run/Jog/speed walks 1/4 of a mile. • Maintains a snowball ten or more seconds. • Demonstrate arm and shoulder strength by moving hand over hand along a horizontal ladder (i.e. monkey bars). • Demonstrates two standing long jumps.

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	3. Students will recognize the components of health-related fitness.	<ul style="list-style-type: none"> • Knows that stretching helps flexibility. • Knows that Jogging/Running helps to increase cardio respiratory endurance. • Knows that eating from healthy food groups helps maintain good body composition. • Knows that participating in specific exercises (e.g., modified pull ups, push ups and curl ups) helps make muscles strong (muscular strength and endurance).
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.	<ul style="list-style-type: none"> • Plays fairly during simple games. • Follow directions given to the class. • Practices specific skills as assigned until the teacher signals the end of practice.
	2. Students will share space and equipment with others.	<ul style="list-style-type: none"> • Uses general space safely while moving during exploratory activities • Shares equipment during partner activities. • Uses equipment in designated space without interfering with others.
	3. Students will use equipment safely and responsibly.	<ul style="list-style-type: none"> • Handles equipment safely by putting it away when not in use. • Uses equipment properly in designated space without interfering with others.
	4. Students will stop activity immediately at the signal to do so.	<ul style="list-style-type: none"> • Stops play during simple games on a signal.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will interact positively with others regardless of personal differences.	<ul style="list-style-type: none"> • Involves other people in activities • Behaves in a manner that does not distract others. • Manages conflict appropriately. • Encourages others in class.
	2. Students will recognize opportunities to be physically active at school, home, or in the community.	<ul style="list-style-type: none"> • Participates in extracurricular activities and shares with the class. • Identify physical activities outside of school.
	3. Students will associate positive feelings with participation in physical activity.	<ul style="list-style-type: none"> • Participates and does not give up on the first attempt of an activity. • Participates with full effort in and out of class.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> • Engages in a variety of activities with different partners. • Participates in creative dance with different people. • Shows active involvement in everyday activities. • Identifies favorite activities or games played in physical education.