Physical Education Curriculum:  GRADE 1

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

By the end of Grade 1 students will:

1.1.1 Exhibit competency in locomotor and non-locomotor movement skills in personal and shared space.
1.1.2 Demonstrate clear contrasts between slow and fast movements.
1.1.3 Utilize combinations of fundamental locomotor skills while using manipulatives.
1.1.4 Progress toward developmentally appropriate manipulative skills.
1.1.5 Demonstrate fundamental gymnastic skills creating individual movement sequences.
1.1.6 Combine rhythmic and dance patterns.
1.1.7 Balance on different body parts, at different levels with symmetrical and asymmetrical shapes.
1.1.8 Use lateral and directional change in response to signals and obstacles.
1.1.9 Perform swimming skills as listed according to the SAS adopted Red Cross “guppy” criteria.

Examples of ways in which Grade 1 students might demonstrate the above include:

- Chasing, fleeing, and dodging with spatial awareness.
- Tapping the ball forward using inside of foot in short consecutive passes and lightly trapping the ball with sole of foot.
- Approaching mature form of underhand throw and catching from self throw to wall.
- Striking a balloon with a paddle over a net to a partner.
- Bouncing a ball and catching at peak of bounce.
- Executing a safe landing from a dismount.
- Using different steps, pathways, and directions in-group activities.
- Treading water with the whip or scissors kick for 30 seconds.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

By the end of Grade 1 students will:

1.2.1 Identify the critical elements of fundamental movement patterns.
1.2.2 Apply movement concepts to a variety of basic skills.
1.2.3 Use feedback to improve performance.
### Standard 1: Understands correct form for fundamental skills.

**1.2.4** Identify basic elements of correct form for fundamental skills.

*Examples of ways in which Grade 1 students might demonstrate the above include:*
- Identifying characteristics of aiming in an overhand and/or underhand throw.
- Using concepts of space awareness and movement control.
- Understanding a willingness to persevere in new activities will improve enjoyment.
- Explaining how sufficient effort during warm-up prepares the body for physical activity.
- Explaining that appropriate practice improves performance.
- Repeating cue words for ready positions.

### Standard 3: Participates regularly in physical activity.

*By the end of Grade 1 students will:*

- **1.3.1** Express enjoyment from participation in physical activity.
- **1.3.2** Engage in moderate to vigorous physical activity inside and outside of physical education classes.
- **1.3.3** Reflect on how own family can enjoy activities together.
- **1.3.4** Identify benefits that result from participation in regular physical activities.
- **1.3.5** Recognize that regular activity can take many forms and changes of habit can enhance personal wellness.

*Examples of ways in which Grade 1 students might demonstrate the above include:*
- Seeking ways to participate in gross motor activity of a moderate to vigorous nature in structured and unstructured environments.
- Participating in a variety of activities that involve locomotion, and manipulation of objects outside of physical education class.
- Taking the stairs instead of the escalator or elevator.
- Actively participating throughout an entire PE lesson.

### Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

*By the end of Grade 1 students will:*

- **1.4.1** Sustain moderate to vigorous physical activity.
1.4.2 Engage in sustained physical activity which results in an increased heart rate and heavy breathing.
1.4.3 Recognize the physiological indicators that accompany moderate to vigorous physical activity E.g. perspiring, increased heart rate, heavy breathing.
1.4.4 Perform regularly at least one activity associated with each component of health-related physical fitness.
1.4.5 Identify relationship of heart and lungs during physical activity.

Examples of ways in which Grade 1 students might demonstrate the above include:
- Sustaining activity for increasingly longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground.
- Identifying changes in the body during vigorous physical activity.
- Supporting body weight for climbing, hanging, and momentarily taking weight on hands.
- Moving joints through full range of motion.
- Inviting parents to observe student’s progress and participate in physical activities.

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

By the end of Grade 1 students will:
1.5.1 Understand and apply rules, procedures and safe practices with minimal reinforcement.
1.5.2 Follow directions and use the SAS Core Values.
1.5.3 Demonstrate basic elements of cooperative play to work with another to complete an assigned task.
1.5.4 Cooperate with others regardless of personal differences (e.g., gender, ethnicity, disability).
1.5.5 Treat others with respect during play.
1.5.6 Resolve conflicts in socially acceptable ways.

Examples of ways in which Grade 1 students might demonstrate the above include:
- Using equipment and learning environment safely and appropriately.
- Responding positively to an occasional reminder about a rule infraction.
- Demonstrating honesty during class activities.
- Taking turns and playing fairly.
- Appreciating the benefits that accompany cooperation and sharing.
Displaying consideration of others in physical activity settings.
Demonstrating the elements of socially acceptable conflict resolutions.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

*By the end of Grade 1 students will:*

1.6.1 Value the benefits of participating in a variety of activities.
1.6.2 Demonstrate willingness to try new activities.
1.6.3 Express feeling positively during physical activity.
1.6.4 Enjoy interaction with peers through physical activity.

*Examples of ways in which Grade 1 students might demonstrate the above include:*

- Enjoying participation alone and with others.
- Identifying feelings that result from participation in physical activities.
- Looking forward to physical education classes.
- Stating positive experience from active participation.
- Settling conflicts consistent with current SAS practices.