

Standards-Based Learning

Power Standards

Physical Education

1st Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Power Standards highlighted All standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

Motor Skills- Students will demonstrate competency in a variety of motor skills and movement patterns

Locomotor

1.1 KA	Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop).
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Non-locomotor

1.2.K	Demonstrate mature pattern in non-locomotor skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing).
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Balance, Weight Transfer, and Rhythmic Skills

Balance

1.3.K	Demonstrate static balance on different bases of support with different body shapes
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Weight Transfer

1.4 K	Demonstrate weight transfer from one body part to another in self-space.
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Rhythm

1.5 K	Demonstrate rhythmic skills combining locomotor and non-locomotor movement.
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Manipulative Skills

Underhand Throw

1.6 K A	Demonstrate mature pattern in an underhand throw
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1.6 K B	Demonstrate an underhand throw using different sizes and types of objects
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Overhand Throw

1.7 K	Demonstrate emerging pattern in an overhand throw.
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Catch

1.8 KA	Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces.
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1.8 KB	Demonstrate emerging pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower
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Hand Dribble

1.9 K	Demonstrate emerging pattern while hand-dribbling continuously using preferred hand while walking in general space
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Foot Pass/Kick

1.10 K	Demonstrate emerging pattern while passing and kicking with preferred foot when approaching a stationary ball.
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<i>Foot Trap/Receive</i>	
1.11 K	Demonstrate emerging pattern while receiving with the preferred foot when stationary.
<i>Foot Dribble</i>	
1.12 K	Demonstrate emerging pattern while foot-dribbling with the preferred and nonpreferred foot at a slow speed.
<i>Strike/Volley, Hands and Arms</i>	
1.13 K	Demonstrate emerging pattern while striking an object upward with an open palm or forearms
<i>Strike, Short Implement</i>	
1.14 K	Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement
<i>Strike, Long Implement</i>	
1.15 KA	Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat.
1.15 KB	Demonstrate emerging pattern while striking an object with a long-handled implement.
Movement Concepts and Strategies- Students will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.	
Space	
2.1 K	Demonstrate safe movement in personal and general space at a moderate to fast speed
<i>Pathways, Levels, and Relationships</i>	
2.2 K	Demonstrate movement in different levels.
<i>Speed, Direction, and Force</i>	
2.3 K	Demonstrate movement at varying speeds, directions, and with different types of force
<i>Strategies</i>	
	Developmentally appropriate/emerging outcomes first appear in grade 2.
Physical Activity-Students will demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
<i>Benefit of Physical Activity</i>	
3.1 K	Explain difference between physical activity and inactivity.
<i>Engagement in Physical Activity</i>	
3.2 K	Actively engage in physical education class.
Fitness	
<i>Health-Related Fitness</i>	
3.3 K	Recognize moving fast causes faster heartbeat and faster breathing
<i>Skill-Related Fitness</i>	
Developmentally appropriate/emerging outcomes first appear in grade 4.	
<i>Fitness Assessment</i>	
Fitness assessments are not developmentally appropriate until grade 3.	
<i>Engagement in Fitness Activities</i>	
3.6 K	Participate in developmentally appropriate activities to improve overall fitness.
<i>Body Systems</i>	
3.7 K	Recognize basic structure and function of the muscular and skeletal system (muscles move body)
<i>Nutrition</i>	
3.8 KA	Match foods to food groups
3.8 KB	Describe effects on body of eating healthy and unhealthy foods.
3.8 KC	Understand food provides energy for body.

Personal Responsibility- Students will exhibit responsible personal and social behavior that is respectful of oneself and others

Personal Responsibility

4.1 K Demonstrate responsible use of equipment and space

Rules and Etiquette

4.2 KA Demonstrate following rules and protocols

Receiving and Providing Feedback

4.3 K Respond appropriately to feedback from teacher

Working with Others

4.4 KA Demonstrate working independently with others in a variety of environments

4.4 KB Recognize conflict resolution skills.

Safety

4.5 K Demonstrate following directions for safe participation and proper use of equipment.

Challenge- Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Challenge

5.1 K Recognize challenges when learning a new physical activity.

Self-Expression and Enjoyment

5.2 K Describe physical activities that are enjoyable

Social Interaction

5.3 K Identify that physical activity promotes opportunity for social interaction.