

# Grade 1

Adopted 2018

**Demonstrates competency in a variety of motor skills and movement patterns.**

- 1. Hop, gallop, and slide using a maturing pattern.** 1.1.1.1

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- 2. Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.** 1.1.1.2

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- 3. Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.** 1.1.1.3

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- 4. Combine locomotor and non-locomotor skills in educational dance while maintaining balance.** 1.1.1.4

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- 1. Maintain balance on different bases of support with different body shapes.** 1.1.2.1

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- 2. Transfer weight from one body part to another in personal space (self-space).** 1.1.2.2

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- 3. Roll forward or backward with a curled body shape. For example: rocker, egg roll.** 1.1.2.3

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- 4. Perform non-locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.** 1.1.2.4

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- 5. Developmentally appropriate and emerging benchmarks first appear in Grade 2.** 1.1.2.5

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- 1. Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.** 1.1.3.1

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- 2. Throw overhand with opposite foot forward.** 1.1.3.2

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- 3. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.3

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- 4. Catch a self-tossed ball adjusting hands and arms to the location of the ball.** 1.1.3.4

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- 5. Dribble with preferred hand while remaining in personal space (self-space).** 1.1.3.5

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- 6. Dribble with inside of the foot while remaining in personal space (self-space).** 1.1.3.6

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  - 7. Pass with the feet to a stationary target, while maintaining balance.** 1.1.3.7

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  - 8. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 1.1.3.8

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  - 9. Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.** 1.1.3.9

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  - 10. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.10

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  - 11. Volley individually using various body parts making multiple contacts, while maintaining balance.** 1.1.3.11

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  - 12. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.1.3.12

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  - 13. Strike using a short-handled implement, while maintaining balance.** 1.1.3.13

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  - 14. Developmentally appropriate and emerging benchmarks first appear in Grade 2.** 1.1.3.14

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  - 15. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 1.1.3.15

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  - 16. Consecutively jump forward or backward using a self-turned rope.** 1.1.3.16

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  - 17. Consecutively jump a long rope with teacher-assisted turning.** 1.1.3.17
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Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

- 1. Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.** 1.2.1.1

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  - 2. Travel in different relationships to others and objects. For example: over, under, through, around, behind.** 1.2.1.2

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  - 3. Travel using strong and light forces.** 1.2.1.3

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  - 4. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.4

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  - 5. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.5

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  - 6. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 1.2.1.6
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**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**1. Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors. 1.3.1.1**

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**1. Actively participates in physical activities with minimal teacher prompting. 1.3.2.1**

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**1. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. 1.3.3.1**

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**2. Describe the connection between muscles and one's ability to move. 1.3.3.2**

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**1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 1.3.4.1**

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**1. Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation. 1.3.5.1**

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**Exhibit responsible personal and social behavior that respects self and others.**

**1. Follow class rules and protocols related to self, space and equipment with minimal teacher prompting. 1.4.1.1**

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**1. Consistently use feedback from the teacher. 1.4.2.1**

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**1. Work respectfully with a partner while sharing equipment and space. 1.4.3.1**

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**1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 1.4.4.1**

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**1. Move safely in general space with minimal reminders. 1.4.5.1**

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**Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**1. Identify physical activities that can enhance good health. 1.5.1.1**

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**1. Recognize that learning something new can be challenging, but practice and effort can lead to success. 1.5.2.1**

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**1. Identify physical activities that can be played alone and with others that are personally enjoyable. 1.5.3.1**