

# Grades 1, 2

Adopted 2004

## Knowledge/Motor Skills

### **PE1-2:1. Students will apply problem-solving skills in movement-related activities by...** PE1-2:1

- a. Solving simple movement challenges with a partner.
- b. Solving movement challenges involving one or more movement concepts alone or with a partner.
- c. Selecting a developmentally appropriate level of challenge, and performing successfully.

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### **PE1-2:2. Students will show an understanding of body awareness concepts by...**

PE1-2:2

- a. Demonstrating body movements (e.g., flex, extend, and rotate).
- d. Demonstrating body shapes (e.g., round, straight, pike, tuck, straddle).
- f. Demonstrating competency in the mature form of the following locomotor skills: walking, running, skipping, hopping, galloping, jumping and sliding.
- g. Demonstrating the ability to stop with control at a boundary.
- h. Demonstrating the ability to change direction, quickly and safely, without falling.
- i. Demonstrating competency in the mature form of the following manipulative skills: underhand throwing, rolling an object, and dribbling in self-space.
- j. Identifying the locomotor movements: walk, run, hop, skip, jump, gallop, leap, slide.

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### **PE1-2:3. Students show an understanding of space concepts by...** PE1-2:3

- a. Demonstrating direction, pathway, level, and range during activities.
- b. Performing locomotor skills while changing directions, levels, pathways, and range.
- c. Applying space concepts in simple games and other activities (e.g., moving in different directions to avoid being tagged).

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**PE1-2:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...** PE1-2:4

- a. Moving alone or with equipment (e.g., starting and stopping without falling down).
- b. Demonstrating an understanding of balancing skills (e.g., bends knees to lower the center of gravity).

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**PE1-2:4. FORCE / ENERGY Students show an understanding of movement concepts and apply them to psycho-motor skills by...** PE1-2:4

- a. Demonstrating an understanding of the variations in force (e.g., hard and soft, relaxed and tense).
- b. Controlling force of personal movement in general space (e.g., tagging).
- c. Controlling force of personal movement and while moving objects (e.g., repeatedly striking balloons).

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**PE1-2:4. TIME Students show an understanding of movement concepts, and apply them to psycho-motor skills by...** PE1-2:4

- a. Demonstrating contrast between fast and slow movement.
- b. Performing a simple rhythmic movement (e.g., locomotor movement in time to an independent or imposed beat).
- c. Following simple rhythmic movements led by the teacher.

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**PE1-2:4. FLOW Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...** PE1-2:4

- a. Combining two fundamental skills (e.g., bounce and catch, jump and turn).
- b. Demonstrating smooth transitions between movements, (e.g., dance)

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**PE1-2:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...** PE1-2:5

- a. Demonstrating progress toward mature form by performing two critical elements of an isolated skill.

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**PE1-2:7. Students will show competency in aquatic activities and water survival skills when facilities allow by...** PE1-2:7

- a. Demonstrating the Level II Skill requirements of the American Red Cross Swimming Standards.
  - b. Demonstrating how to float without support and to recover to a vertical position.
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## Physical Fitness

**PE1-2:8. Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by... PE1-2:8**

- a. Defining in their own words the four health-related fitness components (e.g., "I can run a long time without getting out of breath.").
  - b. Beginning to identify some physiological signs of exercise (e.g., increased heart rate and faster breathing).
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**PE1-2:9. Students show awareness of personal responsibility for individual wellness by.... PE1-2:9**

- a. Identifying an activity and a benefit associated with each of the four health-related fitness components.
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## Affective Qualities

**PE1-2:10. Students promote individual success and self-confidence by... PE1-2:10**

- a. Describing their range of feelings resulting from participating in physical activity (e.g., success to failure).
  - b. Attempting new activities.
  - c. Continuing to participate when initially unsuccessful.
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**PE1-2:11. Students show safe behavior for self and others by... PE1-2:11**

- a. Applying established class rules, procedures, and safe practices with limited teacher guidance.
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## Social Interaction

**PE1-2:12. Students show appropriate social interactions by... PE1-2:12**

- a. Demonstrating responsibility for making and applying rules regarding class procedures and safety.
- b. Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).
- c. Staying on task without specific (direct) teacher supervision for a short period of time.
- d. Listening quietly without interrupting when a peer or the teacher is talking, and speaking at an appropriate time.
- e. Demonstrating a willingness to work with any child in the class.
- f. Sharing and listening to ideas of others.
- g. Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).