

Grade 1

Adopted 2011

Physical Education and Leisure

1: Motor Skills and Movement Patterns: Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

Body Awareness

1. Perform various movements of body parts [PEL.1.1.1](#)

Spatial Awareness

2. Move in various directions and through various pathways in regard to other students and objects [PEL.1.1.2](#)

Locomotor and Non-Locomotor Movements

3. Perform any combination of the following non-locomotor movements [PEL.1.1.3](#)

Rhythms and Dance

4. Perform body movement through music, beat, and rhythm [PEL.1.1.4](#)

Manipulative Skills

5. Step using the foot opposite the throwing hand [PEL.1.1.5](#)
6. Catch a bounced ball [PEL.1.1.6](#)
7. Catch a ball thrown underhand [PEL.1.1.7](#)
8. Dribble with one hand in self-space while keeping control of the ball [PEL.1.1.8](#)
9. Demonstrate side orientation and proper grip when striking an object [PEL.1.1.9](#)
10. Volley an object, maintaining control, with the hands, arms, or racquet [PEL.1.1.10](#)
11. Move a ball using either foot while keeping the ball in control [PEL.1.1.11](#)
12. Move toward a stationary ball and kick using the dominant foot [PEL.1.1.12](#)
13. Trap and pass a ball with a partner, using feet [PEL.1.1.13](#)

2: Movement Concepts: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

Body Awareness

1. Distinguish between upper, lower, left, and right body parts [PEL.2.1.1](#)
2. Apply basic body movement patterns using verbal cues or music [PEL.2.1.2](#)

Locomotor and Non-Locomotor Movement

3. Apply locomotor movement in various activities [PEL.2.1.3](#)

Knowledge and Strategies

4. Participate in loworganized games that utilize basic motor skills [PEL.2.1.4](#)

Academic Integration

5. Understand that rhyme, rhythm, and repetition are reading readiness skills [PEL.2.1.5](#)

3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.

Cardiorespiratory Endurance

1. Show where the heart is located and describe its approximate size and shape [PEL.3.1.1](#)
2. Understand that the heart is a muscle that pumps blood throughout the body [PEL.3.1.2](#)
3. Recognize the change in breathing, heartbeat, and body temperature during moderate and vigorous activity [PEL.3.1.3](#)
4. Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardiorespiratory endurance [PEL.3.1.4](#)
5. Understand that body mass is composed of muscles, bones, fluids, organs, and fat [PEL.3.1.5](#)
6. Understand that the body needs the correct portions of food and water to function [PEL.3.1.6](#)

Flexibility

7. Practice teacher-led stretching techniques appropriate to activity, to improve range of motion [PEL.3.1.7](#)

Muscular Strength and Endurance

8. Recognize benefits related to muscular strength [PEL.3.1.8](#)
9. Recognize benefits related to muscular endurance [PEL.3.1.9](#)

Student Fitness Outcomes

10. Participate in a nationally recognized health-fitness assessment:
 - cardiorespiratory endurancebody compositionmuscular strength and enduranceflexibility [PEL.3.1.10](#)

4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.

Benefits of Lifetime Activities

1. Recognize health benefits of active play:
 - strong muscles
 - oxygen to the brain
 - sense of well being PEL.4.1.1

Lifetime Sports and Recreation

2. Identify basic skills for enjoyment of lifetime physical activities PEL.4.1.2

5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.

Personal Behavior

1. Recognize acceptable behaviors while participating in physical activities PEL.5.1.1
2. Share equipment safely and properly with a partner or group PEL.5.1.2

Social Behavior

3. Understand sharing is an essential element for a productive climate in group settings PEL.5.1.3

Health and Wellness

6: Human Growth and Development Students shall understand characteristics relating to growth and development.

Body Systems

1. Name, locate, and describe the functions of the following body parts:
 - heart
 - lungs
 - brain
 - stomach
 - muscles
 - bones HW.6.1.1

Growth

2. Describe the changes of the body that occur as a result of growth and development HW.6.1.2

7: Disease Prevention: Students shall understand components related to disease prevention and exhibit behaviors to promote health.

Communicable and Noncommunicable Diseases

1. Discuss the presence of germs and where they can be found HW.7.1.1
2. Describe ways to prevent the spread of germs and illness:
 - wash hands
 - cover sneeze/cough
 - bathing HW.7.1.2

8: Community Health and Promotion: Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.

Health Information, Services, and Products

1. Identify community health care providers:
 - doctordentistcommunity health departmentschool nursecounselor HW.8.1.1

Environmental and Community Health

2. Identify types of pollution HW.8.1.2

Media and Technology

3. Discuss how media influences:
 - thoughtsfeelingshealth behaviors HW.8.1.3

9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.

Decision Making

1. Understand consequences of choices in relationships HW.9.1.1
2. Identify the benefits of healthy relationships HW.9.1.2

Interpersonal Relationships

3. Discuss the qualities of friendship HW.9.1.3
4. Discuss methods of communication with friends and family HW.9.1.4

10: Alcohol, Tobacco, and Other Drugs: Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance health.

Medicine

1. Know that medicines are drugs and can be harmful or helpful HW.10.1.1
2. Discuss safe use of medicine HW.10.1.2
3. Discuss the dispensing of medicines with a reliable adult HW.10.1.3

Tobacco

4. Name forms of tobacco products:
 - cigarettescigarspipessmokeless tobacco HW.10.1.4
 - 5. Identify how tobacco products are harmful to health HW.10.1.5

Alcohol

6. Recognize that alcoholic beverages are unhealthy and illegal for children HW.10.1.6

Other Drugs

7. Understand that some drugs are illegal HW.10.1.7
8. Discuss ways to avoid tobacco, drug, and alcohol use HW.10.1.8

11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.

Personal Health

1. Identify personal feelings and behaviors [HW.11.1.1](#)
2. Identify coping skills to manage emotions [HW.11.1.2](#)
3. Identify trusted adults to notify for help [HW.11.1.3](#)
4. Identify good personal grooming habits [HW.11.1.4](#)

Oral Health

5. Discuss the benefits of having healthy teeth:
 - eating is easier
 - nicer smile
 - talking is easier[HW.11.1.5](#)
6. Recognize positive and negative oral health habits:
 - positive (e.g., brushing teeth, flossing teeth, choosing healthy snacks)
 - negative (e.g., thumb sucking, nail biting)[HW.11.1.6](#)
7. Identify primary and permanent teeth [HW.11.1.7](#)
8. Understand the importance of dental checkups [HW.11.1.8](#)

Safety

9. Discuss safety procedures for lifetime activities [HW.11.1.9](#)
10. Discuss procedures for obtaining emergency assistance and information [HW.11.1.10](#)

Violence

11. Describe the difference between appropriate and inappropriate touch [HW.11.1.11](#)
12. Identify sources to report abuse, bullying, violence, and injury [HW.11.1.12](#)
13. Identify various behaviors associated with abuse, bullying, violence, and injury [HW.11.1.13](#)

12: Nutrition: Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

Healthy Eating Habits

1. Illustrate a healthy snack from each food group [HW.12.1.1](#)
2. Discuss factors that influence food choices [HW.12.1.2](#)

Food and Nutrition

3. Recognize that there are different kinds of nutrients:
 - carbohydrates
 - protein
 - fats
 - vitamins
 - minerals
 - water[HW.12.1.3](#)
4. Place foods in the appropriate food groups using nutritional guides [HW.12.1.4](#)