

# Grade 1

## Motor Skill Development

- 1 The student will demonstrate developmentally appropriate form and at least two correct critical elements (i.e., small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills. 1.1**
    - a Demonstrate critical elements used and distinguish between walking, jogging, running, galloping, leaping, skipping, and sliding. 1.1.A
    - b Demonstrate non-locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts. 1.1.B
    - c Demonstrate forward, sideways, backward (slow), and side-to-side movement. 1.1.C
    - d Demonstrate jogging, running, skipping, galloping, sliding, and leaping using pathways (straight, curving, and zigzagging) and speeds (fast, slow, and moderate). 1.1.D
    - e Demonstrate simple educational gymnastic skills, including balancing at different levels, two different rolls (narrow or curled), moving in two different directions, and transfer of weight/ 1.1.E
    - f Demonstrate developmentally appropriate form with at least two critical elements used in eyehand coordination skills while stationary and moving (e.g., dribbling a ball with the hand, underhand tossing and catching a ball/beanbag to self and with a partner, throwing and rolling underhand to targets, volleying a balloon upward with various body parts, volleying a balloon in the air with a short implement or noodle, striking a stationary object with the hand or with a short-handled implement or noodle.) 1.1.F
    - g Demonstrate developmentally appropriate form with at least two critical elements used in eyefoot coordination skills (e.g., dribbling a ball, kicking a moving or stationary ball to a target.) 1.1.G
    - h Perform a teacher-led rhythmic pattern or dance in personal space and general space. 1.1.H
    - i Demonstrate consecutive jumps (more than one) with a short rope (self-turn), long rope (student-turn), and forward, backward, zigzag, hopping, and leaping over a stationary rope. 1.1.I
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## Anatomical Basis of Movement

### 2 The student will identify basic anatomical structures and basic spatial awareness concepts. 1.2

- a Identify where the brain is located. 1.2.A
  - b Explain that muscles attach to bones to help the body move. 1.2.B
  - c Describe how the heart and lungs work together to keep the body moving. 1.2.C
  - d Explain that the heart is a muscle that grows stronger with movement. 1.2.D
  - e Demonstrate the appropriate use of personal and general space. 1.2.E
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## Fitness Planning

### 3 The student will identify changes in the body that occur during moderate to vigorous physical activity. 1.3

- a Identify physical activities to do at home, individually and with others, to help the body move and grow. 1.3.A
  - b Identify one cardiorespiratory activity that increases heart and breathing rates to make the heart stronger. 1.3.B
  - c Identify and demonstrate physical activity at two or more intensity levels that increase heart rate and breathing. 1.3.C
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## Social and Emotional Development

### 4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from the teacher. 1.4

- a Work cooperatively with peers and demonstrate safe equipment use when working individually or with peers. 1.4.A
  - b Demonstrate safety rules for physical activities. 1.4.B
  - c Demonstrate the safe and respectful use of space. 1.4.C
  - d Participate in developing classroom (procedural) rules that promote relationship skills and support a positive and safe learning environment during physical activity. 1.4.D
  - e Demonstrate the use of self-management skills to control emotions during physical activity. 1.4.E
  - f Explain that physical activity helps improve mood and brain function for learning. 1.4.F
  - g Participate in activities that are constructed to support inclusion. 1.4.G
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## Energy Balance

### 5 The student will identify basic nutrition concepts of energy balance. 1.5

- a Name the food groups as identified by the U.S. Department of Agriculture (USDA). 1.5.A
- b Name one food from each (USDA) food group. 1.5.B
- c Explain why the body needs water. 1.5.C
- d Explain that food provides energy for physical activity. 1.5.D