

Grade One

Students in grade one refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational games, dance, and gymnastics. They continue to develop an understanding of key concepts and anatomical basis of movement principles and link these concepts and principles to their movement. Students explore and experiment with a range of movement experiences in a variety of environmental contexts, with the goal of becoming confident and competent movers. Students relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and wellness. They further their understanding of the importance of physical activity and energy balance (nutrition) in their lives. As students increase their understanding of movement, they gain a deeper understanding of how the body moves. Students continue to develop socially as they work safely alone and in groups. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

Motor Skill Development

- 1.1 The student will demonstrate approaching mature form and the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding.
 - b) Demonstrate non locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts.
 - c) Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts).
 - d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking, while moving.
 - e) Demonstrate simple educational gymnastic skills, to include balancing at different levels, two different rolls (narrow or curled), moving in two different directions, and transfer of weight.
 - f) Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space.
 - g) Perform a teacher-led dance.
 - h) Demonstrate forward, sideways, backwards (slow), and side-to-side directions.
 - i) Demonstrate low, medium, and high levels.
 - j) Demonstrate straight, curving, and zigzagging pathways.
 - k) Demonstrate fast, slow, and moderate speed movements.
 - l) Demonstrate consecutive jumps (more than one) with a self-turn rope.
 - m) Demonstrate consecutive jumps with a long rope (student-turn).

Anatomical Basis of Movement

- 1.2 The student will identify basic anatomical structures and basic spatial awareness concepts.
 - a) Identify where the brain is located.
 - b) Explain that muscles attach to bones to help the body move.
 - c) Describe how the heart and lungs work together to keep the body moving.
 - d) Explain that the heart is a muscle that grows stronger with movement.
 - e) Demonstrate appropriate use of personal and general space.

Fitness Planning

- 1.3 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.
- a) Identify activities to do at home to help the body move and grow.
 - b) Identify one activity that increases heart and breathing rates to make the heart stronger.
 - c) Describe and demonstrate activity at two or more intensity levels.

Social Development

- 1.4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher.
- a) Work cooperatively, and demonstrate safe equipment use with peers.
 - b) Demonstrate safety rules for activity.
 - c) Demonstrate safe use of space.
 - d) Identify classroom (procedural) rules.

Energy Balance

- 1.5 The student will identify basic nutrition concepts of energy balance.
- a) Name the food groups as identified by the U.S. Department of Agriculture (USDA).
 - b) Name one food from each (USDA) food group.
 - c) Explain that the body needs water.
 - d) Explain that physical activity uses energy from foods.