



Dublin City Schools  
Physical Education: Grade 1  
Graded Course of Study  
2026

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**Physical Education K-12 Vision**

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

**Instructional Agreements**

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**GRADE 1**

**Standard 1: Develops a variety of motor skills.**

**Rationale:** Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

**PERFORMANCE INDICATORS**

|                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benchmark A: Demonstrates locomotor and non-locomotor skills in a variety of ways.                                                                                                                            |
| <b>1.1.1.</b> Demonstrates the locomotor skills of run, slide, and skip using critical elements. Explores locomotor skills (e.g., skip, run, gallop, slide, hop) while changing pathway, direction, or speed. |
| <b>1.1.2.</b> Demonstrates jumping both vertically and horizontally, taking off on two feet and landing on two feet using critical elements.                                                                  |
| <b>1.1.3.</b> Demonstrates a variety of different rocking skills (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, circle, shoulder).                                                   |
| <b>1.1.4.</b> Demonstrates non-locomotor skills in exploratory and controlled settings and in response to verbal stimuli and non-verbal stimuli (e.g., mirroring or matching a partner).                      |
| <b>1.1.5.</b> Demonstrates balances in a variety of ways using equipment (e.g., balance ball or board), apparatus (e.g., beam or box), or both.                                                               |
| Benchmark B: Demonstrates developing control of fundamental manipulative skills.                                                                                                                              |
| <b>1.1.6.</b> Dribbles a ball with one hand in a stable environment through self and general space.                                                                                                           |
| <b>1.1.7.</b> Rolls a ball underhand to a stationary target.                                                                                                                                                  |
| <b>1.1.8.</b> Catches a self-tossed object with hands.                                                                                                                                                        |

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**1.1.9.** Throws objects using stepping in opposition.

**1.1.10.** Kicks a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping before kick.

**1.1.11.** Dribbles an object with feet in self and general space.

**1.1.12.** Strikes an object (e.g., ball, balloon) using different body parts.

**1.1.13.** Strikes a lightweight object (e.g., balloon) using a short and long-handled implement (e.g., foam paddle).

**1.1.14.** Moves to a rhythmic beat or pattern.

**1.1.15.** Jumps one time with a self-turned rope.

**1.1.16.** Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills.

**Standard 2: Applies knowledge related to movement and fitness concepts.**

**Rationale:** Through learning experiences in physical education, students use their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

**PERFORMANCE INDICATORS**

Benchmark A: Understands and applies the knowledge of critical elements of fundamental motor skills and the principles of health-related fitness.

**2.1.5.** Identifies ways to stretch muscles in the upper and lower body before and after physical activity.

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**2.1.6.** Identifies water and cycling/wheeled safety skills and unique risks of each environment.

Benchmark B: Understands and identifies the principles, components, and practices of health-related physical fitness.

**2.1.7.** Identifies the heart as a muscle that grows stronger with exercise and physical activity.

**2.1.8.** Identifies opportunities for physical activity.

**2.1.9.** Recognizes changes in the body during physical activity.

**2.1.10.** Differentiates between healthy and unhealthy food and beverage choices for physical activity.

**Standard 3: Develops social skills through movement.**

**Rationale:** Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

**PERFORMANCE INDICATORS**

Benchmark A: Knows and follows procedures and safe practices.

**3.1.1.** Explains why rules related to safety are important for self and others.

**3.1.2.** Follows directions and uses equipment safely with a partner or within a group.

Benchmark B: Engages in responsible behavior in physical activity settings.

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

|                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.1.3.</b> Recognizes that others have feelings different from one's own.                                                                                            |
| <b>3.1.4.</b> Provides frequent positive comments or gestures to classmates.                                                                                            |
| <b>3.1.5.</b> Listens to and uses kind words while working with a partner.                                                                                              |
| <b>3.1.6.</b> Responds appropriately to directions and feedback from the teacher.                                                                                       |
| <b>3.1.7.</b> Engages in positive behaviors that are respectful to others independently or with a partner.                                                              |
| <b>3.1.8.</b> Describes a problem in a physical activity setting and asks for support from a teacher.                                                                   |
| <b>3.1.9.</b> Engages in behaviors that are helpful to others as directed by the teacher (e.g., taking turns, using equipment, and interacting positively with others). |
| <b>3.1.10.</b> Identifies physical activities that foster global awareness and build community.                                                                         |

**Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**

**Rationale:** Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

**PERFORMANCE INDICATORS**

|                                                                                                |
|------------------------------------------------------------------------------------------------|
| Benchmark A: Identifies health benefits as reasons to participate and value physical activity. |
| <b>4.1.1.</b> Names physical activities that lead to positive health benefits.                 |

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**4.1.2.** Recognizes that some physical activities are more challenging than other physical activities.

**4.1.3.** Explains that Physical Education class is an opportunity to be physically active throughout the day.

Benchmark B: Identifies personal benefits to participating in physical activity.

**4.1.4.** Identifies physical activities that are enjoyable based on personal interest.

**4.1.5.** Reflects on what activities are enjoyable during Physical Education class.

**4.1.6.** Follows short-term physical activity goals provided by the teacher.

**4.1.7.** Practices strategies for managing one's emotions and behaviors, such as breathing or sensory breaks during physical activity.