

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 identify some critical elements (i.e., small, isolated parts of the whole skill) and start to practice applying them to improve movement skills. 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 educational games, dance, and gymnastic activities in which students learn and are successful.

Motor Skill Development

- 1.1 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.
 - a) Demonstrate critical elements used and distinguish between walking, jogging, running, galloping, leaping, skipping, and sliding.
 - b) Demonstrate non-locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts.
 - c) Demonstrate forward, sideways, backward (slow), and side-to-side movement.
 - d) Demonstrate jogging, running, skipping, galloping, sliding and leaping using pathways (straight, curving, and zigzagging) and speeds (fast, slow, and moderate).
 - 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.
 - f) Demonstrate developmentally appropriate form with at least two critical elements used in eye-hand 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.)
 - g) Demonstrate developmentally appropriate form with at least two critical elements used in eye-foot coordination skills (e.g., dribbling a ball, kicking a moving or stationary ball to a target.)
 - h) Perform a teacher-led rhythmic pattern or dance in personal space and general space.
 - 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.

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 the 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 physical activities to do at home, individually and with others, to help the body move and grow.
- b) Identify one cardiorespiratory activity that increases heart and breathing rates to make the heart stronger.
- c) Identify and demonstrate physical activity at two or more intensity levels that increase heart rate and breathing.

Social and Emotional Development

- 1.4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from the teacher.
- a) Work cooperatively with peers and demonstrate safe equipment use when working individually or with peers.
 - b) Demonstrate safety rules for physical activities.
 - c) Demonstrate the safe and respectful use of space.
 - d) Participate in developing classroom (procedural) rules that promote relationship skills and support a positive and safe learning environment during physical activity.
 - e) Demonstrate the use of self-management skills to control emotions during physical activity.
 - f) Explain that physical activity helps improve mood and brain function for learning.
 - g) Participate in activities that are constructed to support inclusion.

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 why the body needs water.
 - d) Explain that food provides energy for physical activity.