

# 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 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.

Essential Understandings	Essential Knowledge and Skills
<p>Skilled movements can be broken down into smaller parts/critical elements. Movement proficiency can be improved by performing critical elements of locomotor skills, including walking, jogging, running, galloping, leaping, skipping, and sliding. (1.1.a)</p> <ul style="list-style-type: none"> <li>• Walking                             <ul style="list-style-type: none"> <li>○ Toes pointed in direction of movement;</li> <li>○ Upright torso;</li> <li>○ Arms move in opposition of legs;</li> <li>○ No flight phase (one foot is always in contact with the ground.)</li> </ul> </li> <li>• Jogging/Running                             <ul style="list-style-type: none"> <li>○ Look ahead and not at feet during movement;</li> <li>○ Bend knees at right angles during recovery phase;</li> <li>○ Arms bent at elbows;</li> <li>○ Arms drive forward and backward in opposition of legs;</li> <li>○ Foot lands heel to toe;</li> <li>○ Flight phase present between steps;</li> <li>○ Travel at a steady, gentle pace when jogging.</li> </ul> </li> <li>• Galloping                             <ul style="list-style-type: none"> <li>○ Eyes facing direction of movement;</li> <li>○ Establish lead leg with both feet facing forward;</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• label pictures of people galloping, leaping, skipping, and sliding (1.1.a);</li> <li>• demonstrate at least two critical elements for locomotor skills (walking, jogging, running, galloping, leaping, skipping, and sliding) (1.1.a);</li> <li>• demonstrate twisting, curling, bending, stretching, and balancing on different body parts (1.1.b);</li> <li>• demonstrate moving and changing directions and speed (1.1.c,1.1.d);</li> <li>• demonstrate balancing at different levels, rolls (narrow or curled), moving in different directions, and movements that involve transfer of weight (e.g., donkey kick) (1.1.e);</li> <li>• demonstrate at least two critical elements for 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</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Start with lead leg moving in direction of movement;</li> <li>○ Trail leg pointed in direction of movement and does not pass lead leg;</li> <li>○ Turn shoulders and hips in direction of movement.</li>   <li>• Leaping                             <ul style="list-style-type: none"> <li>○ Look ahead;</li> <li>○ Flight from one foot to the other;</li> <li>○ Take off on one foot;</li> <li>○ Land on the other foot;</li> <li>○ Straight legs during flight;</li> <li>○ Arms move in opposition;</li> <li>○ Controlled and balanced landing.</li> </ul> </li>   <li>• Skipping                             <ul style="list-style-type: none"> <li>○ Look ahead and step forward and hop on the same foot;</li> <li>○ Repeat with the other foot and move in an alternating step-hop pattern;</li> <li>○ Lift knee sharply upward;</li> <li>○ Swing arms in opposition to feet;</li> <li>○ Maintain balance.</li> </ul> </li>   <li>• Sliding                             <ul style="list-style-type: none"> <li>○ Establish lead leg;</li> <li>○ Trail leg stays behind;</li> <li>○ Legs open then close;</li> <li>○ Rhythmic arm movements;</li> <li>○ Keep body sideways;</li> <li>○ Look in direction of movement.</li> </ul> </li> </ul>	<p>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);</p> <ul style="list-style-type: none"> <li>• demonstrate at least two critical elements for eye-foot coordination skills (dribbling and kicking) while moving in low organized games (1.1.g);</li> <li>• demonstrate moving to a beat or rhythmic pattern in personal and general space (1.1.h);</li> <li>• perform a teacher-led dance sequence (1.1.h);</li> <li>• demonstrate consecutive jumps with a self-turn rope and student-turned long rope (1.1.i);</li> <li>• demonstrate hopping and leaping over a stationary rope (1.1.i).</li> </ul> <p>Additional resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a></p>

Essential Understandings	Essential Knowledge and Skills
<p>Movement competency involves a variety of non-locomotor skills, movement forms, directions, and speeds in personal and general space. (1.1.b, 1.1.c, 1.1.d)</p> <p>Movement proficiency includes maintaining balance in a variety of movements, including balancing at different levels, rolls (narrow or curled) moving in different directions, and movements that involve transfer of weight (e.g., donkey kick.) (1.1.e)</p> <p>Developmentally appropriate form includes performance of at least two critical elements. Developmentally appropriate form for eye-hand coordination manipulative skills include dribbling a ball with the hand, underhand tossing and catching a ball/beanbag with 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)</p> <ul style="list-style-type: none"> <li>• Dribbling with hands                     <ul style="list-style-type: none"> <li>○ Knees slightly bent/opposite foot forward when dribbling in self space;</li> <li>○ Use finger pads and not the palm of the hand;</li> <li>○ Firm contact with top of ball using wrist flexion to push (not strike) the ball to the floor;</li> <li>○ Look in space ahead and not down at the ball;</li> <li>○ Waist-height bounce;</li> <li>○ Keep the ball close to dribbling hand side of the body.</li> </ul> </li> <li>• Toss, underhand throw, underhand roll to partner/target</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Face and look at the target;</li> <li>○ Swing throwing arm backward to begin a backward-forward arm (tick-tock) swing;</li> <li>○ Step with opposite foot as tossing/throwing/rolling arm moves forward;</li> <li>○ Point to the target and release ball between knee and waist level during upward swing for underhand throw;</li> <li>○ Bend at hip and release ball under knee for underhand roll;</li> <li>○ Follow through with hand pointing to the target with the palm facing upward.</li>   <li>• Volley               <ul style="list-style-type: none"> <li>○ Watch the ball/balloon;</li> <li>○ Strike the ball/balloon with flat surface;</li> <li>○ Swing to strike low with palm;</li> <li>○ Push up to strike high using finger pads;</li> <li>○ Follow through upward.</li> </ul> </li>   <li>• Strike stationary objects with long-handled implements               <ul style="list-style-type: none"> <li>○ Non-dominant hand grips the bottom of the long-handled implement with dominant hand stacked above with knuckles in line with each other;</li> <li>○ Side to target (non-throwing arm closest to target);</li> <li>○ Knees slightly bent;</li> <li>○ Eyes follow ball to center of striking implement from start to finish;</li> <li>○ Step toward target with opposite foot;</li> <li>○ Striking arm way back;</li> <li>○ Weight transfer from back foot to front foot;</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Rotate hips;</li> <li>○ Wrist unlocks on follow-through for completion of striking action.</li> </ul> <ul style="list-style-type: none"> <li>• Strike stationary objects with short-handled implement                             <ul style="list-style-type: none"> <li>○ Shake hands with the paddle;</li> <li>○ Firm grip and wrist;</li> <li>○ Hit with a flat surface at center of paddle or racket;</li> <li>○ Follow through toward target.</li> </ul> </li> </ul> <p>Developmentally appropriate skills include the ability to perform of at least two critical elements proficiently. Developmentally appropriate performance for eye-foot coordination manipulative skills include dribbling a ball with feet and kicking a moving or stationary ball to a target. (1.1.g)</p> <ul style="list-style-type: none"> <li>• Dribble (foot)                             <ul style="list-style-type: none"> <li>○ Knees slightly bent;</li> <li>○ Push the center of the ball with shoelaces, inside of the foot, or outside of foot;</li> <li>○ Contact behind the center of the ball;</li> <li>○ Ball stays close to feet/soft touches;</li> <li>○ Tap with both feet to move ball forward;</li> <li>○ Head up, eyes looking forward using peripheral vision to see the ball;</li> <li>○ Stay light on your feet with weight on toes.</li> </ul> </li> <li>• Kick toward a target                             <ul style="list-style-type: none"> <li>○ Eyes focused on ball throughout kick;</li> <li>○ Contact the ball with shoelaces (not toes);</li> <li>○ Contact behind the center of the ball for low-level kick;</li> <li>○ Contact ball below the center of the ball for travel in air;</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Non-kicking foot beside the ball;</li> <li>○ Forward and sideward swing of arm opposite kicking leg;</li> <li>○ Hips and shoulders rotate forward;</li> <li>○ Kicking foot follows through toward target area.</li> </ul> <p>Movement involves patterns. Patterns include a beat or rhythmic pattern. (1.1.h)</p> <p>Jumping rope promotes cardiorespiratory endurance, strengthening the heart muscle, and motor coordination. Jumping rope can include consecutive jumps (more than one) with a self-turn rope or a long rope (student-turned), and leaping, hopping, and jumping over a stationary rope in multiple directions. (1.1.i)</p>	

*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.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Movement involves many body parts working together.</p> <ul style="list-style-type: none"> <li>• The brain controls thoughts, memory, speech and movement, and is located in the head and protected by the skull. (1.2.a)</li> <li>• Muscles attach to two bones to help move a joint. (1.2.b)</li> <li>• Two lungs in your chest take in oxygen from the air to pass into the heart. The heart pumps oxygen in the blood to every cell in the body needed for movement. (1.2.c)</li> </ul> <p>The heart is a muscle that needs exercise/movement like all other muscles. The heart grows stronger with exercise/movement. (1.2.d)</p> <p>Performing isolated/stationary skills in personal space and keeping personal space while moving (with and without equipment) is important for safe play. (1.1.e)</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• identify a picture of the brain and show where it is located (1.2.a);</li> <li>• identify that muscles are attached to two bones to move a joint (1.2.b);</li> <li>• identify the path of air and oxygen from lungs to heart to blood to the body (1.2.c);</li> <li>• identify/draw pictures of activities that help the heart grow stronger (1.2.d);</li> <li>• describe why the heart beats faster during exercise (1.2.d);</li> <li>• demonstrate isolated/stationary skills in personal space and maintain personal space while moving (with and without equipment) (1.2.e).</li> </ul> <p>Additional Resources: SHAPE America National Standards and Grade-Level Outcomes</p>



Essential Understandings	Essential Knowledge and Skills
	<p>OPEN Online Physical Education Network                      Health Smart Virginia                      PE Central                      Dynamic PE ASAP                      KidsHealth.org</p>

*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.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Physical activity keeps the body healthy and makes the heart stronger.</p> <ul style="list-style-type: none"> <li>• Home activities may include walking, biking, skating, jumping rope, running, and exercises (e.g., push-ups, curl-ups, jumping jacks.) (1.3.a)</li> </ul> <p>Activities such as running, jumping rope and biking increase the heart rate and breathing rates. (1.3.b)</p> <p>Intensity: how hard a person is working during an activity. (1.3.c)</p> <ul style="list-style-type: none"> <li>• Intensity level examples:                             <ul style="list-style-type: none"> <li>○ Intensity Level 1 – Standing</li> <li>○ Intensity Level 2 – Slow, such as walking</li> <li>○ Intensity Level 3 – Medium, such as skipping, galloping</li> <li>○ Intensity Level 4 – Fast, such as jogging/running</li> <li>○ Intensity Level 5 – Sprinting</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• select/draw pictures of physical activities that can be done at home (1.3.a);</li> <li>• select/draw pictures of activities that increase heart rate and breathing rates (1.3.b);</li> <li>• demonstrate activities that increase heart rate and breathing rates (1.3.b, 1.3.c);</li> <li>• participate in a variety of stations that vary in intensity levels (1.3.c).</li> </ul> <p>Additional Resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">KidsHealth.org</a>  <a href="#">American Heart Association</a></p>

*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.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Class rules, procedures, and cooperating with others helps to ensure a safe learning and playing environment.</p> <ul style="list-style-type: none"> <li>• Cooperation includes encouraging others, sharing, showing concern, and working together. (1.4.a)</li> <li>• Safety rules for activity include specifics for different equipment (distribution, use, and collection) and ways to move during activity. (1.4.a, 1.4.b)</li> <li>• Safe use of space includes boundaries and moving in personal and general space. (1.4.c)</li> <li>• Classroom rules may include how to enter class, follow directions, exit class, and how to participate safely in emergency drills. (1.4.d)</li> <li>• Self-management during physical activity includes control of the body for safety and emotions for enjoyment. (1.4.e)</li> <li>• Regular exercise helps a person’s brain process information and manage emotions more easily. (1.4.f)</li> <li>• Activities support inclusion when students feel accepted, valued, and a</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• demonstrate cooperative skills (1.4.a);</li> <li>• demonstrate safe equipment use (1.4.a);</li> <li>• name and demonstrate activity safety rules (1.4.b);</li> <li>• name and demonstrate safe use of indoor and outdoor space (1.4.c);</li> <li>• name/select/draw pictures of class rules (1.4.d);</li> <li>• demonstrate the ability to transition from one activity to another (1.4.e);</li> <li>• list and demonstrate calming activities that may include mindfulness practices (1.4.f);</li> <li>• demonstrate the ability to participate safely in group activities with peer-selected and</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>sense of belonging. (1.4.g)</p>	<p>teacher-selected groups (1.4.g).</p> <p>Additional Resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">EverFi</a>  <a href="#">KidsHealth.org</a></p>

*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.

Essential Understandings	Essential Knowledge and Skills
<p>There are five USDA food groups. The groups are fruits, vegetables, protein, grains, and dairy. (1.5.a)</p> <p>There are many types of fruits, vegetables, protein, grains, and dairy that provide energy for the body. (1.5.b)</p> <ul style="list-style-type: none"> <li>• Examples of fruits include apples, peaches, bananas, strawberries, grapes, watermelons, tomatoes, blueberries, and raspberries.</li> <li>• Examples of vegetables include carrots, parsnips, radishes, onions, potatoes, pumpkins, peas, cucumbers, squash, asparagus, broccoli, and lettuce.</li> <li>• Examples of protein include beef, chicken, pork, turkey, fish, nuts, and eggs.</li> <li>• Examples of grains include bread, bagels, rice, pasta, oatmeal, cereal, and crackers.</li> <li>• Examples of dairy include milk, yogurt, and cheese.</li> </ul> <p>Note: Include foods that may be more familiar to various cultures.</p> <p>Water is essential for good health. (1.5.c)</p> <ul style="list-style-type: none"> <li>• Water helps keep the body temperature normal, aides in digestion, and helps get rid of waste.</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• list the USDA food groups (1.5.a);</li> <li>• match pictures of foods to the corresponding USDA food group (1.5.b);</li> <li>• list an example of a food from each of the USDA food groups (1.5.b);</li> <li>• explain why the body needs water (1.5.c);</li> <li>• identify what gives the body energy to move (1.5.d).</li> </ul> <p>Additional Resources:</p> <p>SHAPE America National Standards and Grade-Level Outcomes</p> <p><a href="#">OPEN Online Physical Education Network</a></p> <p><a href="#">Health Smart Virginia</a></p> <p><a href="#">PE Central</a></p> <p><a href="#">American Heart Association</a></p> <p><a href="#">KidsHealth.org</a></p> <p><a href="#">MyPlate.gov</a></p>

<ul style="list-style-type: none"><li>• Water is also the main ingredient in perspiration or sweat.</li></ul> <p>The food we consume provides energy for the body to move and be physically active. (1.5.d)</p>	
---	--