

1st Grade

1st Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:

Focus:

GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	GLO Addressed (✓)
(S1.E1.1)	Hops, gallops, jogs and slides using a mature pattern	
(S1.E3.1)	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take offs and landings	
(S1.E4.1)	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane	
(S1.E5.1)	Combines locomotor and non-locomotor skills in a teacher-designed dance	
(S1.E7.1)	Maintains stillness on different bases of support with different body shapes	
(S1.E8.1)	Transfers weight from one body part to another in self-space in dance and gymnastics environments	
(S1.E9.1)	Rolls with either a narrow or curled body shape	
(S1.E10.1)	Demonstrates twisting, curling, bending & stretching actions	
(S1.E13.1)	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern	
(S1.E16.1a)	Catches a soft object from a self-toss before it bounces	
(S1.E16.1b)	Catches various sizes of balls self-tossed or tossed by a skilled thrower	
(S1.E17.1)	Dribbles continuously in self-space using the preferred hand	
(S1.E18.1)	Taps or dribbles a ball using the inside of the foot while walking in general space	
(S1.E21.1)	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern	
(S1.E22.1)	Volleys an object with an open palm, sending it upward	
(S1.E24.1)	Strikes a ball with a short-handled implement, sending it upward	
(S1.E27.1a)	Jumps forward or backward consecutively using a self-turned rope	
(S1.E27.1b)	Jumps a long rope up to 5 times consecutively with teacher-assisted turning	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	GLO Addressed (✓)
(S2.E1.1)	Moves in self-space and general space in response to designated beats/rhythms	
(S2.E2.1a)	Travels demonstrating low, middle and high levels	
(S2.E2.1b)	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through)	
(S2.E3.1a)	Differentiates between fast and slow speeds	
(S2.E3.1b)	Differentiates between strong and light force	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	GLO Addressed (✓)
(S3.E1.1)	Discusses the benefits of being active and exercising and/or playing	
(S3.E2.1)	Actively engages in physical education class	
(S3.E3.1)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity	
(S3.E6.1)	Differentiates between healthy and unhealthy foods	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	GLO Addressed (✓)
(S4.E1.1)	Accepts personal responsibility by using equipment and space appropriately	
(S4.E2.1)	Follows the rules & parameters of the learning environment	
(S4.E3.1)	Responds appropriately to general feedback from the teacher	
(S4.E4.1)	Works independently with others in a variety of class environments (e.g., small and large groups)	
(S4.E5.1)	Exhibits the established protocols for class activities	
(S4.E6.1)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	GLO Addressed (✓)
(S5.E1.1)	Identifies physical activity as a component of good health	
(S5.E2.1)	Recognizes that challenge in physical activities can lead to success	
(S5.E3.1a)	Describes positive feelings that result from participating in physical activities	
(S5.E3.1b)	Discusses personal reasons (i.e., the "why") for enjoying physical activities	