

1st Grade Physical Education

Instructional Focus: This level enables students to further develop motor skills. It also encourages students to attempt new activities, interact with others, and respond safely and appropriately.

Motor Skills

Standards

SHAPE Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

AK PE Standard A Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

Objectives

Students will:

- Hops, gallops, jogs and slides using a mature pattern.
- Jumps and lands in a horizontal plane using two-foot take-offs and landings while demonstrating a forceful arm swing forward while legs forcefully thrust the body forward.
- Jumps and lands in a vertical plane while demonstrating a forceful arm swing forward and up toward the sky while legs forcefully thrust the body upward.
- Combines locomotor and non-locomotor skills in a teacher designed dance.
- Maintains stillness on different bases of support with different body shapes.
- Transfers weight from one body part to another in self-space in dance and gymnastics.
- Rolls with either a narrow or curled body shape.
- Demonstrates twisting, curling, bending and stretching actions.
- Throws underhand, demonstrating opposition and follow through.
- Catches a soft object from a self-toss before it bounces.
- Catches various sizes of balls self-tossed or tossed by a skilled thrower.
- Dribbles continuously in self-space using the preferred hand.
- Taps or dribbles a ball using the inside of the foot while walking in general space.
- Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
- Volleys an object with an open palm, sending it upward.
- Strikes ball with a short-handled implement, sending it upward.
- Jumps forward or backward consecutively using a self-turned rope.
- Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

Examples

- Use a variety of locomotor movements during basic tag games, creative movement activities, 4-Corner-Fitness, etc.
- Standing broad jumps for horizontal jump
- Jump bands for vertical jump
- Creative dance; creative movement for stability, balance.
- A variety of throwing/tossing games using different targets requiring various levels of force.
- Allow choice of a variety of objects (i.e. scarves, bean bags, lightweight balls) for self- or partner-toss activities.
- Intro to basketball and soccer skills, dribbling with hands & feet.
- Kicking stationary ball toward target or partner, or in context of modified soccer, kickball, etc.
- Underhand serve in volleyball using pool noodle, balloon, lightweight ball, etc.
- Tennis lead-ups with lollipop paddles, etc.

Learning Concepts

Standards

SHAPE Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **AK PE Standard B** Apply movement concepts to the learning and performance of physical activities.

Objectives

Students will:

- Moves in self-space and general space in response to designated beats/rhythms.
- Travels demonstrating low, middle and high levels.
- Travels demonstrating a variety of relationships with objects (i.e. over, under, around, through).
- Differentiates between fast and slow speeds.
- Differentiates between strong and light force.

Examples

- Creative movement, dance
- Beginning tag-type, large group activities with dynamic parameters
- Obstacle-course challenges

Fitness and Active Lifestyle	
Standards	
SHAPE Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. AK PE Standard C Participate regularly in physical activity. AK PE Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.	
Objectives	Examples
Students will: <ul style="list-style-type: none"> • Discusses the benefits of being active and exercising and/or playing. • Actively engages in physical education class. • Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. • Differentiates between healthy and unhealthy foods. 	<ul style="list-style-type: none"> • Kagan structures during closure to reinforce concepts/ review understanding. • Technology use: pedometers, heart rate monitors. • Nutrition-focused games with unhealthy food examples as “taggers” that can slow you down, and healthy food examples as “rescuers” that can restore energy.
Social/Respect	
Standards	
SHAPE Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. AK PE Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.	
Objectives	Examples
Students will: <ul style="list-style-type: none"> • Accepts personal responsibility by using equipment and space appropriately. • Follows the rules and parameters of the learning environment. • Responds appropriately to general feedback from the teacher. • Works independently with others in a variety of class environments (i.e. small & large groups). • Exhibits the established protocols for class activities. • Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 	<ul style="list-style-type: none"> • Teach and reinforce sportsmanship principles. • Teach and reinforce classroom procedures in the dynamic PE environment. • Provide variety of settings for practice and activities: independent practice, partner groups, small teams.
Value Physical Activity	
Standards	
SHAPE Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. AK PE Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Objectives	Examples
Students will: <ul style="list-style-type: none"> • Identifies physical activity as a component of good health. • Recognizes that challenge in physical activities can lead to success. • Describes positive feelings that result from participating in physical activities. • Discusses personal reasons (i.e. the “why”) for enjoying physical activities. 	<ul style="list-style-type: none"> • Healthy Futures participation • Provide, support, encourage participation in activities beyond physical education class: recess, before- and after-school activities. • Journals, Portfolios, Exit Tickets