



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Physical Education



## Grade 1

### ***Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.***

*Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.*

- 1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.  
Example: Respond to imagery, such as waves on the seashore by using various non-locomotor movements like twisting, bending, or swaying.
- 1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.  
Example: Perform simple stunts like the stork stand or back-to-back partner sit.
- 1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.  
Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.
- 1.1.4 Perform basic rhythmic skills alone, with a partner, or within a group.  
Example: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.

### ***Standard 2- Applies movement concepts and principles to the learning and development of motor skills.***

*Students are capable of distinguishing differences in tempo, force, and direction during movement.*

- 1.2.1 Identify and uses a variety of relationships with objects such as directionality and laterality.  
Example: Move in opposition or applies the concept of left/right as in the Hokey Pokey.
- 1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.  
Example: Circle pictures or state key indicators of correct form for the overhand throw.
- 1.2.3 Explore variations in force/effort, pathways, or level and tempo.  
Example: After discussing the concepts of straight, curve, zig-zag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.



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1.2.4 Identify major body parts.

Example: Catch a scarf on a designated body part or point to the location of the heart.

### **Standard 3 - Exhibit a physically active lifestyle.**

*Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.*

1.3.1 Participate in lifetime activities during physical education and recess.

Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.

1.3.2 Students document the kinds of activities and the length of activities in which they participate.

Example: Record the amount of time they spend in physical activity and the kinds of activities they choose to do in their portfolios.

### **Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.**

*In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.*

1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate.

Example: Participate in loco-motor (traveling actions) activities with the teacher controlling the intensity of the activity with commands – walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heart beats between each level.

1.4.2 Demonstrate an understanding of the effect of exercise on the muscles.

Example: Keep a weekly record of the number of curl-ups or crunches they can do in 1 minute. At the end of 6 weeks they compare the differences from their final trial and the first trial. Students explain why the difference occurred.

1.4.3 Identify various parts of the body that are affected by exercise.

Example: Move a particular body part on the command of the teacher.

1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance.

Example: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.

1.4.5 Distinguish between activities that increase muscular strength (how much) and those that increase muscular endurance (how many times).



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Example: Demonstrate an activity that requires muscular strength and another that requires muscular endurance. Students explain the difference between strength and endurance.

- 1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.

Example: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.

- 1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness.

Example: Participate in locomotor (traveling actions) movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.

### ***Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.***

*Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.*

- 1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces.  
Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.
- 1.5.2 Demonstrate a willingness to work with other students toward a common goal.  
Example: Participate with a partner or team in a game situation requiring problem solving skills.
- 1.5.3 Follow rules and directions for all activities.  
Example: Participate in activities such as Simon Says.
- 1.5.4 Identify personal goals for physical activities.  
Example: Set goals for achieving a specific level of fitness, i.e. number of crunches (modified sit-ups) completed in 2 minutes.
- 1.5.5 Accept responsibility for own class participation.  
Example: Assist teacher with setting up gymnasium for activity.
- 1.5.6 Accept constructive criticism from teacher and classmates.  
Example: Allow a partner to critique a throwing skill in order to improve performance in distance or accuracy.



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#### ***Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.***

*First grade students begin to grow from a more egocentric (thinking with the view that one's self is the center) perspective to one in which relationships become more central. Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.*

- 1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill.  
Example: Offer to demonstrate a skill to a student who is unable to do the skill.
- 1.6.2 Develop an appreciation for individual physical differences.  
Example: Participate in constructive peer assessment activities.
- 1.6.3 Choose to participate in activities with partners of varying abilities.  
Example: Participate in a rhythm unit with a different partner for each activity.

#### ***Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.***

*Students engage in activities that bring them joy and an opportunity for self expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills.*

- 1.7.1 Select activities that are difficult to accomplish.  
Example: In a cooperative team activity, the student chooses to perform the most difficult task for the team.
- 1.7.2 Set short term goals that will require practice and work to achieve.  
Example: Participate in self-testing activities.
- 1.7.3 Demonstrate creativity in an activity setting.  
Example: Create a unique dance, utilizing appropriate locomotor (traveling actions) skills to match with the tempo (rate or speed) of a song.
- 1.7.4 Identify personal feelings when participating in physical activities.  
Example: Draw a picture representing how they feel when participating in a certain physical activity. Compare these feelings to those of classmates for the same activity.