

# Minnesota K-12 Academic Standards Physical Education 2018

## Grade 1 Standards and Benchmarks

Students in grade one refine locomotor skills and further develop non-locomotor and manipulative skills in educational activities. Students continue using movement concepts when performing the fundamental movement skills. They begin recognizing the use of the heart and muscles for physical activity and health purposes. Students continue to develop respectful and safe behaviors when engaged in physical activity. They begin recognizing the importance of effort and practice, and identifying physical activities they find personally enjoyable.

### **Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.**

#### Focus Area 1: Locomotor

- 1.1.1.1 Hop, gallop, and slide using a maturing pattern.
- 1.1.1.2 Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.
- 1.1.1.3 Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.
- 1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.

#### Focus Area 2: Non-Locomotor

- 1.1.2.1 Maintain balance on different bases of support with different body shapes.
- 1.1.2.2 Transfer weight from one body part to another in personal space (self-space).
- 1.1.2.3 Roll forward or backward with a curled body shape. For example: rocker, egg roll.
- 1.1.2.4 Perform non-locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.

#### Focus Area 3: Manipulative

- 1.1.3.1 Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.
- 1.1.3.2 Throw overhand with opposite foot forward.
- 1.1.3.4\* Catch a self-tossed ball adjusting hands and arms to the location of the ball.
- 1.1.3.5 Dribble with preferred hand while remaining in personal space (self-space).
- 1.1.3.6 Dribble with inside of the foot while remaining in personal space (self-space).
- 1.1.3.7 Pass with the feet to a stationary target, while maintaining balance.
- 1.1.3.9\* Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.
- 1.1.3.11\* Volley individually using various body parts making multiple contacts, while maintaining balance.
- 1.1.3.13\* Strike using a short-handled implement, while maintaining balance.
- 1.1.3.16\* Consecutively jump forward or backward using a self-turned rope.
- 1.1.3.17 Consecutively jump a long rope with teacher-assisted turning.

### **Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.**

#### Focus Area 1: Movement concepts, principles and knowledge.

- 1.2.1.1 Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.
- 1.2.1.2 Travel in different relationships to others and objects. For example: over, under, through, around, behind.
- 1.2.1.3 Travel using strong and light forces.

### **Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

#### Focus Area 1: Physical Activity Knowledge

- 1.3.1.1 Identify ways to be physically active outside of physical education class, both indoors and outdoors.

\*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

\*\* Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.

Focus Area 2: Engages in Physical Activity

1.3.2.1 Actively participates in physical activities with minimal teacher prompting.

Focus Area 3: Fitness Knowledge

1.3.3.1 Identify the heart as a muscle that grows stronger with exercise, play and physical activity.

1.3.3.2 Describe the connection between muscles and one's ability to move.

Focus Area 4: Assessment and program planning\*\*

Focus Area 5: Nutrition

1.3.5.1 Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.

**Standard 4: Exhibit responsible personal and social behavior that respects self and others.**

Focus Area 1: Personal responsibility

1.4.1.1 Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.

Focus Area 2: Feedback

1.4.2.1 Consistently use feedback from the teacher.

Focus Area 3: Working with others

1.4.3.1 Work respectfully with a partner while sharing equipment and space.

Focus Area 4: Rules and etiquette\*\*

Focus Area 5: Safety

1.4.5.1 Move safely in general space with minimal reminders.

**Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

Focus Area 1: Health

1.5.1.1 Identify physical activities that can enhance good health.

Focus Area 2: Challenge

1.5.2.1 Recognize that learning something new can be challenging, but practice and effort can lead to success.

Focus Area 3: Self-expression and enjoyment

1.5.3.1 Identify physical activities that can be played alone and with others that are personally enjoyable.

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*How to read the MN PE Standards Coding:* The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 <b>Demonstrates competency in a variety of motor skills and movement patterns.</b>	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

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