



## Physical Education Standards

### GRADE: 1

Strand: MOVEMENT COMPETENCY	
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
BENCHMARK CODE	BENCHMARK
PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways and speeds.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.a Perform locomotor skills to travel in personal and general space.
	PE.1.M.1.Su.a Perform locomotor skills to travel in general space.
	PE.1.M.1.Pa.a Perform guided locomotor skills.
PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.j Perform a self-designed creative- movement/dance sequence with a clear beginning balance and use of one movement concept.
	PE.1.M.1.Su.j Perform a self-designed creative- movement/dance sequence with use of one movement concept.
	PE.1.M.1.Pa.j Perform a guided-movement/dance sequence.
PE.1.M.1.11	Demonstrate a sequence of a balance, a roll and a different balance.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.k Demonstrate a sequence of a balance and a roll.
	PE.1.M.1.Pa.k Perform a guided balance and a roll.
	PE.1.M.1.Su.k Perform a balance and a roll consecutively.
PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.l Perform a transfer of body weight to hands.
	PE.1.M.1.Su.l Imitate a transfer of body weight to hands.
	PE.1.M.1.Pa.l Use hands to push against resistance.
PE.1.M.1.13	Chase, flee and dodge to avoid or catch others.

	<b>Related Access Point(s)</b>
	PE.1.M.1.In.m Move to avoid or catch others.
	PE.1.M.1.Su.m Move to avoid others.
	PE.1.M.1.Pa.m Initiate movements to avoid others.
PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.n Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes and boxes.
	PE.1.M.1.Su.n Leap and land safely using at least one piece of equipment.
	PE.1.M.1.Pa.n Step and land safely over or on a piece of equipment.
PE.1.M.1.2	Strike an object upward using body parts.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.b Strike a modified object upward using a body part.
	PE.1.M.1.Su.b Swing upward and make contact with a modified object using a body part.
	PE.1.M.1.Pa.b Swing upward at a modified object with a body part.
PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle/racket.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.c Strike a lightweight object upward more than one time using a paddle/racket.
	PE.1.M.1.Su.c Strike a lightweight object upward using a modified paddle/racket.
	PE.1.M.1.Pa.c Swing upward to make contact with a stationary object using a modified paddle/racket.
PE.1.M.1.4	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.d Strike a modified, stationary object using a modified, long-handled implement so that the object travels a short distance.
	PE.1.M.1.Su.d Strike a modified stationary object using a modified long-handled implement.
	PE.1.M.1.Pa.d Swing at a stationary, modified object using a modified long-handled implement.
PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.e Dribble an object with hands or feet in general space.
	PE.1.M.1.Su.e Throw or kick an object.
	PE.1.M.1.Pa.e Push a ball with hands or feet.
PE.1.M.1.6	Demonstrate a variety of basic water skills.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.f Use a variety of basic water skills, such as prone float and recover, back float with assistance and move forward and backward with assistance.
	PE.1.M.1.Su.f Use a variety of modified basic water skills.

	PE.1.M.1.Pa.f Perform a variety of guided, modified basic water skills.
PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.g Move in more than one direction to catch self-tossed, modified objects.
	PE.1.M.1.Su.g Move in a direction to trap modified objects with both hands.
	PE.1.M.1.Pa.g Trap a rolled, modified object with both hands.
PE.1.M.1.8	Demonstrate an underhand-throwing motion for accuracy using correct technique.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.h Use an underhand-throwing motion for accuracy.
	PE.1.M.1.Su.h Perform an underhand-throwing motion using modified objects.
	PE.1.M.1.Pa.h Perform a guided-tossing motion.
PE.1.M.1.9	Demonstrate an overhand-throwing motion for distance using correct technique.
	<b>Related Access Point(s)</b>
	PE.1.M.1.In.i Use an overhand-throwing motion for distance.
	PE.1.M.1.Su.i Perform an overhand-throwing motion using modified objects.
	PE.1.M.1.Pa.i Perform a guided tossing motion.

## Strand: COGNITIVE ABILITIES

Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.1.C.2.1	Identify the critical elements of locomotor skills.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.a Identify a characteristic of a variety of locomotor skills.
	PE.1.C.2.Su.a Recognize a characteristic of a locomotor skill.
	PE.1.C.2.Pa.a Recognize a locomotor skill.
PE.1.C.2.2	Identify safety rules and procedures for teacher-selected physical activities.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.b Recognize safety rules and procedures for teacher-selected physical activities.
	PE.1.C.2.Su.b Recognize safety rules for teacher-selected physical activities.
	PE.1.C.2.Pa.b Recognize a safety rule for teacher-selected physical activities.
PE.1.C.2.3	Identify technology that can be utilized to enhance physical activity.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.c Recognize that technology can be used to enhance physical activity.
	PE.1.C.2.Su.c Recognize a technology that can be used to enhance physical activity.

	PE.1.C.2.Pa.c Recognize a technology used during physical activity.
PE.1.C.2.4	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.d Recognize the rules for safe water activities and the importance of a lifeguard.
	PE.1.C.2.Su.d Recognize a rule for safe water activities.
PE.1.C.2.5	PE.1.C.2.Pa.d Associate bodies of water with danger and the need for supervision.
	Recognize the importance of practicing to improve performance.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.e Identify the meaning of practice.
PE.1.C.2.6	PE.1.C.2.Su.e Recognize the meaning of practice.
	PE.1.C.2.Pa.e Associate practice with repeated movement.
	Use skill cues to improve performance.
	<b>Related Access Point(s)</b>
PE.1.C.2.7	PE.1.C.2.In.f Identify skill cues that are used to improve performances.
	PE.1.C.2.Su.f Recognize skill cues that are used to improve performances.
	PE.1.C.2.Pa.f Recognize a skill cue that is used to improve performance.
	<b>Related Access Point(s)</b>
PE.1.C.2.8	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
	PE.1.C.2.In.g Recognize own dominant hand and foot.
	PE.1.C.2.Su.g Recognize own dominant hand or foot.
	PE.1.C.2.Pa.g Associate own hand or foot with throwing or striking.
PE.1.C.2.9	Identify movement concepts.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.h Recognize movement concepts, such as directions, pathways and levels.
	PE.1.C.2.Su.h Recognize directional movements, such as up, down, over and under.
PE.1.C.2.9	PE.1.C.2.Pa.h Associate direction with movement, such as up, down, over or under.
	Name examples of warm-up and cool-down exercises.
	<b>Related Access Point(s)</b>
	PE.1.C.2.In.i Recognize examples of warm-up and cool-down exercises.
PE.1.C.2.9	PE.1.C.2.Su.i Recognize examples of warm-up or cool-down exercises.
	PE.1.C.2.Pa.i Recognize an example of a warm-up or cool-down exercise.

<b>Strand: LIFETIME FITNESS</b>	
Standard 3: Participate regularly in physical activity.	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>

PE.1.L.3.1	Identify a moderate physical activity.
	<b>Related Access Point(s)</b>
	PE.1.L.3.In.a Recognize a moderate physical activity.
	PE.1.L.3.Su.a Recognize a moderate modified physical activity.
	PE.1.L.3.Pa.a Recognize a modified physical activity.
PE.1.L.3.2	Identify a vigorous physical activity.
	<b>Related Access Point(s)</b>
	PE.1.L.3.In.b Recognize a vigorous physical activity.
	PE.1.L.3.Su.b Recognize a physical activity.
	PE.1.L.3.Pa.b Explore physical activities.
PE.1.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	<b>Related Access Point(s)</b>
	PE.1.L.3.In.c Recognize opportunities for involvement in physical activities during the school day.
	PE.1.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.
	PE.1.L.3.Pa.c Associate selected modified physical activities with experiences during the school day.
PE.1.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	<b>Related Access Point(s)</b>
	PE.1.L.3.In.d Recognize opportunities for involvement in physical activities after the school day.
	PE.1.L.3.Su.d Recognize opportunities for involvement in modified physical activities after the school day.
	PE.1.L.3.Pa.d Associate selected modified physical activities with experiences after the school day.
PE.1.L.3.5	Set physical-activity goals.
	<b>Related Access Point(s)</b>
	PE.1.L.3.Pa.e Select a physical activity for a goal.
	PE.1.L.3.Su.e Select a physical-activity goal.
	PE.1.L.3.In.e Select physical-activity goals.
PE.1.L.3.6	Identify the health benefits of physical activity.
	<b>Related Access Point(s)</b>
	PE.1.L.3.In.f Recognize selected health benefits of physical activity.
	PE.1.L.3.Su.f Recognize a health benefit of physical activity.
	PE.1.L.3.Pa.f Associate physical activity with health.
PE.1.L.3.7	Identify edges, pedestrians, vehicles and traffic.
	<b>Related Access Point(s)</b>
	PE.1.L.3.Pa.g Recognize the edge of the road.
	PE.1.L.3.Su.g Recognize edges, vehicles and traffic.
	PE.1.L.3.In.g Recognize edges, pedestrians, vehicles and traffic.

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

BENCHMARK CODE	BENCHMARK
PE.1.L.4.1	Identify a benefit of strengthening muscles. <b>Related Access Point(s)</b> PE.1.L.4.In.a Recognize benefits of strengthening muscles. PE.1.L.4.Su.a Recognize a benefit of strengthening muscles. PE.1.L.4.Pa.a Associate fitness with strength.
PE.1.L.4.2	Identify the components of health-related physical fitness. <b>Related Access Point(s)</b> PE.1.L.4.In.b Recognize characteristics of health-related fitness. PE.1.L.4.Su.b Recognize a characteristic of health-related fitness. PE.1.L.4.Pa.b Associate health with physical activity.
PE.1.L.4.3	Identify the changes in heart rate before, during and after physical activity. <b>Related Access Point(s)</b> PE.1.L.4.Pa.c Associate increased heart rate or breathing with physical activity. PE.1.L.4.Su.c Recognize changes in heart rate after physical activity. PE.1.L.4.In.c Identify changes in heart rate after physical activity.
PE.1.L.4.4	Identify the difference in the activity of the heart during rest and while physically active. <b>Related Access Point(s)</b> PE.1.L.4.In.d Identify changes in heart rate after physical activity. PE.1.L.4.Su.d Recognize changes in heart rate after physical activity. PE.1.L.4.Pa.d Associate increased heart rate or breathing with physical activity.
PE.1.L.4.5	Discuss the physiological signs of physical activity. <b>Related Access Point(s)</b> PE.1.L.4.In.e Recognize the physiological signs of physical activity, such as an increased heart rate and faster breathing. PE.1.L.4.Su.e Recognize a physiological sign of physical activity, such as an increased heart rate and faster breathing. PE.1.L.4.Pa.e Associate physical activity with an increased heart rate or breathing.
PE.1.L.4.6	Identify how to properly flex and extend body parts to promote flexibility. <b>Related Access Point(s)</b> PE.1.L.4.In.f Demonstrate a safe way to flex and extend a muscle. PE.1.L.4.Su.f Imitate a model to flex and extend a muscle. PE.1.L.4.Pa.f Perform a guided flex and extension of a muscle.
PE.1.L.4.7	Identify the food groups. <b>Related Access Point(s)</b>

	PE.1.L.4.In.g Identify more than one food group.
	PE.1.L.4.Su.g Recognize more than one food group.
	PE.1.L.4.Pa.g Recognize more than one kind of food.

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

BENCHMARK CODE	BENCHMARK
PE.1.R.5.1	List a benefit resulting from cooperation and sharing during physical activity.
	<b>Related Access Point(s)</b>
	PE.1.R.5.In.a Identify benefits that accompany cooperation or sharing.
	PE.1.R.5.Su.a Recognize benefits that accompany cooperation or sharing.
	PE.1.R.5.Pa.a Associate sharing with positive feelings.
PE.1.R.5.2	Use physical-activity space safely and properly.
	<b>Related Access Point(s)</b>
	PE.1.R.5.In.b Use equipment and space safely and properly in selected physical activities.
	PE.1.R.5.Su.b Use equipment and space safely and properly in a physical activity.
	PE.1.R.5.Pa.b Use equipment and space safely and properly in a guided physical activity.
PE.1.R.5.3	Demonstrate consideration of others while participating in physical activity.
	<b>Related Access Point(s)</b>
	PE.1.R.5.In.c Display consideration of others.
	PE.1.R.5.Su.c Exhibit respect for others.
	PE.1.R.5.Pa.c Exhibit respect for others in selected activities.

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.1.R.6.1	Identify physical-activity preferences.
	<b>Related Access Point(s)</b>
	PE.1.R.6.Pa.a Associate a physical activity with own preference.
	PE.1.R.6.In.a Recognize favorite physical activities.
	PE.1.R.6.Su.a Recognize a favorite physical activity.
PE.1.R.6.2	Identify feelings resulting from participation in physical activity.
	<b>Related Access Point(s)</b>
	PE.1.R.6.In.b Recognize feelings resulting from participation in physical activity.
	PE.1.R.6.Su.b Recognize a feeling resulting from participation in physical activity.

	PE.1.R.6.Pa.b Associate a feeling with participation in physical activity.
PE.1.R.6.3	Identify the benefits of learning new movement skills.
	<b>Related Access Point(s)</b>
	PE.1.R.6.In.c Recognize a benefit of learning new movement skills.
	PE.1.R.6.Su.c Express a willingness to try new movement skills.
	PE.1.R.6.Pa.c Recognize a new guided movement skill.