



Overview

Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools* [California Department of Education 2009]), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in first grade with at least 200 minutes of physical education each 10 school days (California *Education Code* Section 51210[g]). Recess and lunch time do not count toward the required instructional minutes.

The grade-one physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in first grade need to know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Students in first grade are genuinely excited about learning in physical education. They anticipate the excitement and fun associated with moving and learning.

First-graders continue a moderate and steady growth in height and weight. They can plan and carry out simple tasks and responsibilities. Appropriate early physical education experiences can extend, expand, and clarify social skills that students refine through experience.

Students in first grade are genuinely excited about learning in physical education. They anticipate the excitement and fun associated with moving and learning. The teacher can harness this energy and enthusiasm and channel it to help students develop skills and build a solid movement foundation.

What First-Grade Students Should Know

In kindergarten, students learned locomotor and nonlocomotor movements and how to manipulate (e.g., strike, toss, kick, bounce) objects, such as lightweight balls and beanbags. They learned the names of and how to describe locomotor and nonlocomotor skills. By the end of kindergarten, many students can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. During the kindergarten year, students learned stretching exercises and practiced nonlocomotor movements, including bending, stretching, swaying, and twisting. They also learned that muscles move bones, the heart is a muscle, and the lungs and the heart work together to send oxygen to the other muscles.

What Students Learn in First Grade

In grade one, students practice and build on the foundational skills they learned in kindergarten. Students continue to practice and improve their locomotor skills, jumping, hopping, galloping, sliding, walking, running, leaping, and skipping with more confidence. They learn about movement qualities, particularly space and time. Their improving hand–eye coordination and reaction time make the manipulation of objects easier, but they must practice basic manipulative skills to improve their technique. Static and dynamic balances also improve, which allows for the learning of more advanced tumbling and dancing skills. First-grade students also learn to share, take turns, and work with others.

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

First-grade students continue to improve their locomotor and nonlocomotor skills by practicing the skills using a variety of movement qualities. The first-grade emphasis is on the qualities of movement, especially the effort aspects of space (areas, levels, planes, pathways, directions) and time (fast, slow, the tempo of the music). (Please see Appendix C in the *Physical Education Framework for California Public Schools*.) Students also learn about other aspects of effort, including weight (strong, light), flow (free, bound), and relationships to objects and people (behind, in front of). Students combine locomotor skills into sequences and then, using various qualities of movement, create sequences to accompany selected pieces of music. The sequences connect with skills in Visual and Performing Standard 4.1. Nonlocomotor skills are also practiced, such as balancing skills in which different bases of support are used and symmetrical and asymmetrical shapes are formed.



First-grade students review log rolls learned in kindergarten and progress to forward rolls in tumbling. They extend their jump-rope skills from jumping over a stationary rope to jumping over a swinging rope and landing softly on both feet. Students continue to practice throwing, catching, kicking, and dribbling using a variety of objects (e.g., balls, balloons) and striking using a variety of striking implements (e.g., arms, hands, feet, short-handled paddle). By the end of first grade, students demonstrate the correct technique for catching a gently thrown ball.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the skills learned in Standard 1. First-grade students expand their movement vocabulary to describe directions (right, left), spatial relationships (e.g., over, under, behind), boundaries, and movement patterns (underhand, overhand). They learn about impact force and how to reduce it when catching. They can distinguish between similar locomotor skills, such as galloping and sliding. Students learn in greater detail the correct technique for manipulative skills (e.g., hand and finger position for catching a ball, position of nonstriking foot when kicking), building on what they learned in kindergarten.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

First-grade students continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. Muscular strength and endurance continue to be developed through activities performed on playground equipment, such as horizontal ladders, horizontal bars, and climbing apparatus. First-grade students increase the difficulty of their activity. For example, they now should traverse a horizontal ladder. They also experiment with different body positions, such as the “v” sit, push-up, and squat (with a knee bend no greater than 90 degrees), which are used in later grade levels for more advanced exercises. Although first-grade students typically do not lack flexibility, this is an appropriate time to have students demonstrate stretching exercises for the arms, shoulders, back, and legs while stressing the importance of not hyperflexing or hyperextending the joints.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. As students engage in moderate to vigorous physical activities, they discover that their heart beats faster and breathing accelerates to provide oxygenated blood to the muscles. Students not only experience these physical changes, they learn to articulate them as well. Students learn that stronger muscles produce greater force, more flexible muscles allow more range of motion, and an increase in endurance allows an individual to move for longer periods of time. They learn that to prevent injury, proper body position must be used when they are exercising. They also learn that water, oxygen, and food act as fuel for the body.

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

First-grade students participate willingly in new activities and respond in acceptable ways to challenges, successes, and failure. They are learning to share, cooperate, and work in groups without interfering with others. With assistance from the teacher, first-grade students begin to understand the characteristics for sharing, working with others, and being an effective partner.

Support for English Learners

The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state’s physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information.)

Physical education instruction can also provide opportunities for students to develop their English-language skills as vocabulary is developed through physical activity instruction (e.g., “Stand on the blue square”; “Move around the cone”) and demonstrations of locomotor movements that include labeling of the movement (e.g., the teacher says, “Skip to the line,” and students demonstrate skipping). Letter recognition can be reinforced by using beanbags with letters printed on them and asking students to name the letter before tossing or catching the beanbag. The names of body parts can be taught through physical activities (e.g., the teacher instructs students to bend their knees as he or she completes movements involving the bending of knees).

Support for Students with Special Needs

Successful participation in physical activities by students with special needs depends on the teacher’s skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. See the *Physical Education Framework for California Public Schools* (California Department of Education 2009), Chapter 7, “Universal Access,” for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

The Standards

The following grade-one physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade One	
STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Movement Concepts	
1.1	Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
1.2	Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.

1.3	Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
1.4	Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
1.5	Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
Body Management	
1.6	Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.
Locomotor Movement	
1.7	Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
1.8	Land on both feet after taking off on one foot and on both feet.
1.9	Jump a swinging rope held by others.
Manipulative Skills	
1.10	Demonstrate the underhand movement (throw) pattern.
1.11	Demonstrate the overhand movement (throw) pattern.
1.12	Demonstrate the two-handed overhead (throw) pattern.
1.13	Catch, showing proper form, a gently thrown ball.
1.14	Catch a self-tossed ball.
1.15	Catch a self-bounced ball.
1.16	Kick a rolled ball from a stationary position.
1.17	Kick a stationary ball, using a smooth, continuous running approach.
1.18	Strike a balloon upward continuously, using arms, hands, and feet.
1.19	Strike a balloon upward continuously, using a large, short-handled paddle.
1.20	Dribble a ball in a forward direction, using the inside of the foot.
1.21	Dribble a ball continuously with one hand.
Rhythmic Skills	
1.22	Create or imitate movement in response to rhythms and music.

STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

2.1 Identify the right and left sides of the body and movement from right to left and left to right.

2.2 Identify people/objects that are within personal space and within boundaries.

Body Management

2.3 Identify the base of support of balanced objects.

Locomotor Movement

2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

2.5 Identify examples of underhand and overhand movement patterns.

2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.

2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.

2.9 Describe the proper hand and finger position for catching a ball.

2.10 Demonstrate and explain how to reduce the impact force while catching an object.

2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.

2.12 Identify the location of the contact point to strike an object upward.

2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

3.2	Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
Muscular Strength/Endurance	
3.3	Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
3.4	Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
3.5	Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.
Flexibility	
3.6	Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.
Body Composition	
3.7	Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
Assessment	
3.8	Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.
STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	
Fitness Concepts	
4.1	Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
4.2	Explain the importance of drinking water during and after physical activity.
4.3	Explain that nutritious food provides energy for alertness and mental concentration.
Aerobic Capacity	
4.4	Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
4.5	Explain that increasing the heart rate during physical activity strengthens the heart muscle.
4.6	Identify physical activities that cause the heart to beat faster.
4.7	Describe the role of blood in transporting oxygen from the lungs.
Muscular Strength/Endurance	

4.8	Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
4.9	Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.
Flexibility	
4.10	Explain that the proper body position while stretching and strengthening will help prevent injury.
4.11	Diagram how flexible muscles allow more range of motion in physical activity.
Body Composition	
4.12	Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).
STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
Self-Responsibility	
5.1	Participate willingly in new physical activities.
5.2	Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.
Social Interaction	
5.3	Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4	Invite others to use equipment or apparatus before repeating a turn.
Group Dynamics	
5.5	Identify and demonstrate the attributes of an effective partner in physical activity.
5.6	Identify and demonstrate effective practices for working with a group without interfering with others.