

# Physical Education, Grade 1

## (a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
  - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
  - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
  - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

(A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;

Breakouts

- (i) practice proper foot patterns while hopping
- (ii) practice proper foot patterns while galloping
- (iii) practice proper foot patterns while running
- (iv) practice proper foot patterns while sliding
- (v) practice proper foot patterns while skipping
- (vi) maintain balance while hopping
- (vii) maintain balance while galloping
- (viii) maintain balance while running
- (ix) maintain balance while sliding
- (x) maintain balance while skipping

(B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;

Breakouts

- (i) practice correct technique while jumping in place while maintaining balance
- (ii) practice correct technique while jumping forward and backward while maintaining balance
- (iii) practice correct technique while jumping side to side while maintaining balance
- (iv) practice correct technique while jumping in quarter turns while maintaining balance

(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and

Breakouts

- (i) demonstrate visual tracking
- (ii) demonstrate visual tracing
- (iii) demonstrate simple balancing
- (iv) demonstrate cross lateralization
- (v) demonstrate sequencing of three skills

(D) spin and roll at different levels, speeds, and positions.

Breakouts

- (i) spin at different levels
- (ii) spin at different speeds
- (iii) spin at different positions
- (iv) roll at different levels
- (v) roll at different speeds
- (vi) roll at different positions

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

(A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and

Breakouts

(i) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions

(B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.

Breakouts

(i) demonstrate bending while maintaining balance

(ii) demonstrate stretching while maintaining balance

(iii) demonstrate twisting while maintaining balance

(iv) demonstrate curling while maintaining balance

(v) demonstrate swaying while maintaining balance

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

(A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target;

Breakouts

(i) demonstrate key elements of self-tossing while stepping with the opposite foot forward to a target

(ii) demonstrate key elements of throwing underhand while stepping with the opposite foot forward to a target

(B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;

Breakouts

(i) demonstrate key elements of catching an accurately thrown large ball

(ii) demonstrate key elements of catching a softly thrown large ball

- (iii) demonstrate key elements of catching a self-tossed object
- (C) practice dribbling continuously with one hand while stationary using preferred hand;
  - Breakouts
    - (i) practice dribbling continuously with one hand while stationary using preferred hand
- (D) tap or dribble a ball using the inside of the foot while walking;
  - Breakouts
    - (i) tap or dribble a ball using the inside of the foot while walking
- (E) approach and kick a stationary ball;
  - Breakouts
    - (i) approach a stationary ball
    - (ii) kick a stationary ball
- (F) volley a lightweight object to self and partner;
  - Breakouts
    - (i) volley a lightweight object to self
    - (ii) volley a lightweight object to [a] partner
- (G) strike an object using a short-handled implement, projecting the object upward;
  - Breakouts
    - (i) strike an object using a short-handled implement, projecting the object upward
- (H) jump consecutively with a self-turned rope; and
  - Breakouts
    - (i) jump consecutively with a self-turned rope
- (I) turn a long rope.
  - Breakouts
    - (i) turn a long rope
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
  - (A) move in personal and general space to rhythms and beats while maintaining balance;
    - Breakouts
      - (i) move in personal space to rhythms while maintaining balance
      - (ii) move in personal space to beats while maintaining balance
      - (iii) move in general space to rhythms while maintaining balance

(iv) move in general space to beats while maintaining balance

(B) travel over, under, around, and through using a variety of pathways, shapes, and levels; and

Breakouts

(i) travel over using a variety of pathways

(ii) travel under using a variety of pathways

(iii) travel around using a variety of pathways

(iv) travel through using a variety of pathways

(v) travel over using a variety of shapes

(vi) travel under using a variety of shapes

(vii) travel around using a variety of shapes

(viii) travel through using a variety of shapes

(ix) travel over using a variety of levels

(x) travel under using a variety of levels

(xi) travel around using a variety of levels

(xii) travel through using a variety of levels

(C) differentiate between fast and slow speeds, strong and light force, and various directions.

Breakouts

(i) differentiate between fast and slow speeds

(ii) differentiate between strong and light force

(iii) differentiate between various directions

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.

(A) mirror and follow teacher movement and basic rhythm patterns in four counts.

Breakouts

(i) mirror teacher movement

(ii) mirror basic rhythm patterns in four counts

(iii) follow teacher movement

(iv) follow basic rhythm patterns in four counts

(6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;

Breakouts

- (i) apply the skill of chasing to avoid or catch others while maintaining appropriate space during a variety of games
- (ii) apply the skill of fleeing to avoid or catch others while maintaining appropriate space during a variety of games
- (iii) apply the skill of dodging to avoid or catch others while maintaining appropriate space during a variety of games
- (iv) apply the skill of chasing to avoid or catch others while maintaining appropriate speed during a variety of games
- (v) apply the skill of fleeing to avoid or catch others while maintaining appropriate speed during a variety of games
- (vi) apply the skill of dodging to avoid or catch others while maintaining appropriate speed during a variety of games

- (B) identify and follow teacher instructions to improve performance for specific motor development skills; and

Breakouts

- (i) identify teacher instructions to improve performance for specific motor development skills
- (ii) follow teacher instructions to improve performance for specific motor development skills

- (C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

Breakouts

- (i) demonstrate safe practices by using equipment appropriately with teacher guidance
- (ii) demonstrate safe practices by respecting personal space with teacher guidance

- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation, health, and fitness activities in school and the community.

- (A) identify outdoor recreation and health and fitness activities in school and the community.

Breakouts

- (i) identify outdoor recreation activities in school
- (ii) identify health and fitness activities in school
- (iii) identify outdoor recreation activities in the community

- (iv) identify health and fitness activities in the community
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
  - (A) identify the immediate effect of physical activity on the heart and lungs;
    - Breakouts
      - (i) identify the immediate effect of physical activity on the heart
      - (ii) identify the immediate effect of physical activity on the lungs
  - (B) explain the importance of warm-ups and cool-downs for physical activity; and
    - Breakouts
      - (i) explain the importance of warm-ups for physical activity
      - (ii) explain the importance of cool-downs for physical activity
  - (C) demonstrate exercises that promote health-related fitness.
    - Breakouts
      - (i) demonstrate exercises that promote health-related fitness
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
  - (A) develop a health-related goal with teacher guidance; and
    - Breakouts
      - (i) develop a health-related goal with teacher guidance
  - (B) explain how to measure improvement in physical skills with or without a measuring tool.
    - Breakouts
      - (i) explain how to measure improvement in physical skills with or without a measuring tool
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
  - (A) identify healthy foods that produce energy for physical activity; and
    - Breakouts
      - (i) identify healthy foods that produce energy for physical activity
  - (B) identify different hydration options, including water, that enhance physical activity.
    - Breakouts
      - (i) identify different hydration options, including water, that enhance physical activity



(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

(A) identify proper clothing, footwear, and safety equipment for a variety of physical activities; and

Breakouts

- (i) identify proper clothing for a variety of physical activities
- (ii) identify proper footwear for a variety of physical activities
- (iii) identify proper safety equipment for a variety of physical activities

(B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.

Breakouts

- (i) identify safety precautions, including pedestrian safety with teacher guidance
- (ii) identify safety precautions, including water safety with teacher guidance
- (iii) identify safety precautions, including sun safety with teacher guidance
- (iv) identify safety precautions, including cycling safety with teacher guidance
- (v) describe safety precautions, including pedestrian safety with teacher guidance
- (vi) describe safety precautions, including water safety with teacher guidance
- (vii) describe safety precautions, including sun safety with teacher guidance
- (viii) describe safety precautions, including cycling safety with teacher guidance

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

(A) describe how personal actions may have positive or negative consequences;

Breakouts

- (i) describe how personal actions may have positive or negative consequences

(B) demonstrate respect for differences and similarities in the abilities of self and others; and

Breakouts

- (i) demonstrate respect for differences in the abilities of self and others
- (ii) demonstrate respect for similarities in the abilities of self and others

(C) identify personal impulses and emotions with teacher guidance.

Breakouts

- (i) identify personal impulses with teacher guidance
- (ii) identify emotions with teacher guidance

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

(A) demonstrate respect for and cooperation with self and others through words and actions with teacher guidance; and

Breakouts

- (i) demonstrate respect for self through words with teacher guidance
- (ii) demonstrate respect for others through words with teacher guidance
- (iii) demonstrate respect for self through actions with teacher guidance
- (iv) demonstrate respect for others through actions with teacher guidance
- (v) demonstrate cooperation with self and others through words with teacher guidance
- (vi) demonstrate cooperation with self and others through actions with teacher guidance

(B) communicate feelings and thoughts appropriately with teacher guidance.

Breakouts

- (i) communicate feelings appropriately with teacher guidance
- (ii) communicate thoughts appropriately with teacher guidance

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how, with practice, challenges in physical activities can turn into successes.

(A) explain how, with practice, challenges in physical activities can turn into successes.

Breakouts

- (i) explain how, with practice, challenges in physical activities can turn into successes

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.

(A) listen respectfully and respond appropriately to corrective feedback with teacher guidance.

Breakouts

- (i) listen respectfully to corrective feedback with teacher guidance
- (ii) respond appropriately to corrective feedback with teacher guidance

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

(A) participate in moderate to vigorous physical activity on a regular basis; and

Breakouts

- (i) participate in moderate to vigorous physical activity on a regular basis
- (B) describe physical activity for personal enjoyment with teacher guidance.

Breakouts

- (i) describe physical activity for personal enjoyment with teacher guidance