



# School District of Marshfield Physical Education Standards –

## GRADE 1 & 2

### National SHAPE Standards for Physical Education

Specific knowledge and skills that students will know and be able to do by the end of 1<sup>st</sup> and 2<sup>nd</sup> Grade

### Marshfield Student Learning Target (“I can ...”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

This is not an inclusive list of learning targets.

### Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Locomotor

- Hops, gallops, jogs and slides using a mature pattern. **S1.E1.1**
- Skips using a mature pattern. **S1.E1.2**
- Runs with a mature pattern. **S1.E2.2a**
- Travels showing differentiation between jogging and sprinting. **S1.E2.2b**

#### Locomotor

- I can hop, gallop, slide, and jog using a mature pattern (1).
- I can skip using a mature pattern (2).
- I know the difference between a walk, jog, and run and can perform them with a mature pattern.

#### Nonlocomotor (Stability)

- Balances on different bases of support, combining levels and shapes. **S1.E7.2a**
- Demonstrates twisting, curling, bending and stretching actions. **S1.E10.1**

#### Nonlocomotor (Stability)

- I can use different levels, shapes, and body parts to balance.
- I can move my body to roll, twist, curl, bend and stretch.

#### Manipulative

- Throws underhand using a mature pattern. **S1.E13.2**
- Throws overhand demonstrating 2 of 5 critical elements of a mature pattern. **S1.E14.2**
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. **S1.E16.2**
- Dribbles in self-space with preferred hand demonstrating a mature pattern. **S1.E17.2a**
- Dribbles with the feet in general space with control of the ball and body. **S1.E18.2**
- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. **S1.E21.2**
- Volleys an object upward with consecutive hits. **S1.E22.2**
- Strikes an object upward with a short-handled implement, using consecutive hits. **S1.E24.2**
- Jumps a self-turned rope consecutively forward and backward with a mature pattern. **S1.E27.2a**

#### Manipulative

- I can make a mature underhand throw.
- I can overhand throw toward a target using a point, step, throw pattern.
- I can catch a self-tossed or thrown ball with my hands, not my body.
- I can dribble with one hand while moving safely through space.
- I can dribble with the inside of my foot while moving safely through space.
- I can kick an object toward a target using a step/plant, kick pattern.
- I can volley/strike an object in the air more than once.
- I can volley/strike an object in the air more than once.
- I can jump forwards or backwards with a self-turned rope.

### Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

#### Movement Concepts

- Combines locomotive skills in general space to a rhythm. **S2.E1.2**
- Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. **S2.E2.2**
- Varies time and force with gradual increases and decreases. **S2.E3.2**

#### Movement Concepts

- I can use locomotor skills in general space to a rhythm.
- I can rotate/twist, move forward/backward and side to side.
- I can combine shapes, levels and pathways to travel in different sequences.
- I can vary time and force with gradual increases and decreases.



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### Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Engages in Physical Activity</b> <ul style="list-style-type: none"> <li>Engages actively in physical education class in response to instruction and practice. <b>S3.E2.2</b></li> </ul>	<b>Engages in Physical Activity</b> <ul style="list-style-type: none"> <li>I can actively participate in class activities as instructed.</li> </ul>
<b>Fitness Knowledge</b> <ul style="list-style-type: none"> <li>Identifies physical activities that contribute to fitness. <b>S3.E3.2b</b></li> </ul>	<b>Fitness Knowledge</b> <ul style="list-style-type: none"> <li>I can identify physical activities that contribute to fitness.</li> </ul>
<b>Nutrition</b> <ul style="list-style-type: none"> <li>Recognizes the “good health balance” of nutrition and physical activity. <b>S3.E6.2</b></li> </ul>	<b>Nutrition</b> <ul style="list-style-type: none"> <li>I can differentiate between healthy and unhealthy foods.</li> <li>I can recognize the importance of physical activity and healthy eating.</li> </ul>

### Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

<b>Personal Responsibility</b> <ul style="list-style-type: none"> <li>Accepts personal responsibility for class protocols with behavior and performance actions. <b>S4.E2.2</b></li> </ul>	<b>Personal Responsibility</b> <ul style="list-style-type: none"> <li>I can safely follow class protocols and instruction while using equipment.</li> </ul>
<b>Accepting Feedback</b> <ul style="list-style-type: none"> <li>Accepts specific corrective feedback from the teacher. <b>S4.E3.2</b></li> </ul>	<b>Accepting Feedback</b> <ul style="list-style-type: none"> <li>I can accept specific feedback from the teacher.</li> </ul>
<b>Working with Others</b> <ul style="list-style-type: none"> <li>Works independently with others in partner environments. <b>S4.E4.2</b></li> </ul>	<b>Working with Others</b> <ul style="list-style-type: none"> <li>I can work safely with others in various environments.</li> </ul>

### Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Challenge</b> <ul style="list-style-type: none"> <li>Compares physical activities that bring confidence and challenge. <b>S5.E2.2</b></li> </ul>	<b>Challenge</b> <ul style="list-style-type: none"> <li>I can identify physical activities that provide confidence and challenge.</li> </ul>
<b>Self-Expression &amp; Enjoyment</b> <ul style="list-style-type: none"> <li>Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments. <b>S5.E3.2</b></li> </ul>	<b>Self-Expression &amp; Enjoyment</b> <ul style="list-style-type: none"> <li>I can identify physical activities that provide self-expression.</li> </ul>