

First Grade Standards

Information on Elementary P.E. Standards for Classroom Teachers

Information contained in this document comes from a multitude of websites as well as the knowledge of the SRVUSD Elementary P.E. Specialists. The information is meant to be used as a guideline for helping classroom teachers understand the details of some of the elementary physical education standards.

It is strongly suggested that classroom teachers work with their P.E. Specialist on which standards they should cover in the classroom.

Music for dance standards can often be purchased through sites such as iTunes.

Equipment needed for most standards covered in this document are minimal or the P.E. Specialist should already have them. However, on the reference page are some P.E. equipment websites if items are needed.

It is strongly suggested that classroom teachers work with their grade level peers in creating lesson plans and sharing the responsibility of teaching a standards based physical education program.

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Note: This information has been compiled for use by teachers in SRVUSD only!

FIRST GRADE

Rhythmic Skills

1.22 – Create or imitate movement in response to rhythms and music

- Use Lummi sticks (similar to a drum stick) to find the beat of a song
- Dribble a ball with one or two hands in rhythm with the teacher's beat of a drum, tambourine, a song, etc.
- Clap or snap a beat in rhythm with the teacher's beat or repeat a pattern the teacher has demonstrated
- See article in Rhythm Section titled “Lummi Stick Games” for more information on how to use Lummi sticks and activity called “Surfin’ USA Lummi Stick Routine”

Movement Concepts

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

- Touch the right elbow, left knee, left ear, etc.
- Raise your right hand, stand on your right foot, hop on your left foot, etc.
- Slide to the right or left
- Gallop with your left leg leading; then your right leg leading

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

- Ask students to stand within the basketball court lines (or any lines that define a space)
- Ask students to find their own personal space
- Personal space distance is being able to do a helicopter without touching anyone else
- See “Spaghetti-O Can” and “My Backyard” activities in Movement Concepts Section

Fitness Concepts

4.2 – Explain the importance of drinking water during and after physical activity

- The majority of our body is made up of water (60% adult male and 55% adult female with children somewhere below 75%)
- Our bodies need water to work properly
- We lose water when we sweat, go to the bathroom, or throw-up
- During exercise our body regulates its core temperature through sweat. As a result, we often secrete more water than we take in which can lead to imbalances such as cramps, dehydration, heat stroke, heat exhaustion, etc.
- Dehydration is the most common imbalance – it means your body does not have enough water to work properly
- The feelings of thirst do not occur until **after** someone is dehydrated
- Drinking water after exercise replenishes the fluids lost during exercise
- Drinking before, during, and after exercising (or an event) is the best way to stay hydrated. Don't wait until you're thirsty. Water is the best choice. Fruit juice mixed with water is another refreshing drink. But avoid sodas, especially caffeinated ones.
- A sports drink is OK once in a while, but remember that these drinks have a lot of sugar and calories. Water is still the best drink for your body and it contains no calories.
- See “Spongy Hydration” and “Thirsty Water” activity in Fitness Concepts Section

4.3 – Explain that nutritious food provides energy for alertness and mental concentration

- Food provides the energy necessary for learning throughout the day
- The right foods and drinks can help you perform better in the classroom and on the playing field
- Sugary foods like candy bars and sodas give you an immediate boost, but it will fade fast, leaving you feeling drained.
- Eating and drinking right (all week) will help you perform at your best – in the classroom and out on the athletic field
- To increase a child's mental alertness, eating enough is important. Eating too much makes you sluggish; all the blood rushes to your digestive tract
- Protein is the key, as it provides sustained fuel to the brain
- Carbohydrates can center you and help you resist distractions
- Studies show that eating fat can cause fatigue
- "Eat your breakfast. It's the most important meal of the day!" Why are parents always saying that? Well, imagine you're a car. After a long night of sleeping, your fuel tank is empty. Breakfast is the fuel that gets you going so you can hit the road.

Aerobic Capacity

4.4 – Recognizing that the heart is the most important muscle in the body and is approximately the size of a fist

- See article in Aerobic Capacity Section on “Your Heart & Circulatory System”
- Show video on the heart
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59298&cat_id=20607

4.5 – Explain that increasing the heart rate during physical activity strengthens the heart muscle

- See video and information in Standard 4.4

4.6 – Identify physical activities that cause the heart to beat faster

- Create a classroom chart of activities that make the heart beat faster (e.g. swimming, dance, football, running, tennis, raking leaves, etc.) and a chart of activities that do not make the heart beat faster (e.g. drawing, playing video games, reading a book, etc.)
- Add to the lists as students suggest items and keep posted in classroom throughout the year
- See activity in Aerobic Capacity Section titled “Oxygen Cycle”

4.7 – Describe the role of blood in the transporting oxygen from the lungs

- See article in Aerobic Capacity Section on “Your Lungs & Respiratory System”
- See article in Aerobic Capacity Section on “What’s Blood”
- See drawing in Aerobic Capacity Section titled “Human Body Circulation” and show on overhead project
- Show video on the lungs
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59300&cat_id=20607
- See activity in Aerobic Capacity Section titled “Oxygen Cycle”

Muscle Strength & Endurance

3.3 – Demonstrate for increasing periods of time a “V” sit and a push-up position with arms extended.

	<ul style="list-style-type: none">• Begin in a seated position, contract your abdominal muscles and core, and lift your legs up to a 45-degree angle.• Reach your arms straight forward or reach up toward your shins as you are able.• Maintain good core posture and a strong spine.• Hold this "V" position for several seconds to begin. As you get stronger, hold the position longer.• Return to your starting position slowly.• Just before you reach the floor, stop and hold the position for a few seconds.• Repeat this entire movement several times.
	<ul style="list-style-type: none">• Arms should be in the straight position.• Elbows should not be locked• Hold for increasing periods of time (30 secs, 45 secs...)• Modification – knee pushups

3.4 – Move from a standing position to a sitting position and from a lying position to a sitting position without using arms to brace oneself while on the floor

- Start in a standing position with arms crossed in front and sit down on the floor
- Go from the sitting position to a lying position with arms crossed
- Go from the lying position to a sitting position with arms crossed
- Return to a standing position with arms crossed

3.5 – Travel hand-over-hand on the horizontal ladder (monkey bars) or hang from an overhead bar.

- Have students go across the monkey bars (create an obstacle course using the different overhead bars)
- Have students hang with their elbows at a 90 angle with their chin over the bar for as long as they can (grip can be underhand or overhand)

4.8 – Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force

- Video on muscles
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59302&cat_id=20607
- Information on muscles (see Appendix -03)
http://kidshealth.org/PageManager.jsp?lic=1&article_set=54040&cat_id=20607
- Muscle strength is the amount of force a muscle can produce; making a muscle stronger will allow for more force to be produced
- Injury is reduced by strengthening and stretching muscles properly

4.9 – Discuss how prolonged activity increases endurance, allowing movement to occur for longer periods of time

- Muscular endurance is the ability of a muscle or group of muscles to sustain repeated movement for an extended period of time
- Example – a pro tennis player at any of the grand slam tournaments has to serve for three to four hours during a match. If he did not have the muscle endurance in his shoulders, back and legs, he would not be able to compete at that level.
- The more often we do an exercise or activity, the easier it becomes. Thus, we can do it for longer periods of time.

Flexibility

3.6 – Stretch arms, shoulders, back and legs without hyperflexing or hyperextending joints

- Talk to the PE specialists and repeat stretching routine in classroom after doing some warm-up exercises (ex – jogging in place, jumping jacks, windmills, arms circles, etc.)
- Great to do just before a test to get the blood flowing
- Stretching helps to reduce injury, and increase mobility and range of motion
- Hyperflexion and hyperextension is movement of a limb or part beyond its normal range
- Link for more stretches
http://www.sparkpeople.com/resource/exercise_demos.asp?exercise_type=stretch

Body Composition

4.12 – Identify the body components (e.g., bones, muscles, organs, fat and other tissue)

- See information in Standards 4.4 (heart), 4.7 (lungs) and 4.8 (muscles)
- Video on bones
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59294&cat_id=20607
- See article in Body Composition Section called “Your Bones”
- Other major organs of the body – liver ,kidney, brain, stomach, intestine
- Make a chart that lists the different organs, types of muscles and bones
- Tissue refers to cells grouped together to perform a specialized function
- Organs are what perform the body’s different functions