

I can practice proper  
foot patterns and  
maintain balance  
while hopping,  
galloping, running,  
sliding, and skipping.

I can practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance.

I can demonstrate  
visual tracking and  
tracing, simple  
balancing, cross  
lateralization, and  
sequencing of three  
skills.

I can spin and  
roll at different  
levels, speeds,  
and positions.

I can maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions.

I can demonstrate  
bending, stretching,  
twisting, curling,  
and swaying while  
maintaining balance.

I can demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target.

First

I can demonstrate  
key elements of  
catching an  
accurately and softly  
thrown large ball and  
a self-tossed object.



I can practice  
dribbling  
continuously with  
one hand while  
stationary using  
preferred hand.

I can tap or  
dribble a ball  
using the inside  
of the foot while  
walking.

I can approach  
and kick a  
stationary  
ball.

I can volley a  
lightweight  
object to myself  
and a partner.

I can strike an  
object using a  
short-handled  
implement,  
projecting the  
object upward.

First Grade b.3.G

I can jump  
consecutively  
with a self-  
turned rope.

b.3.H

First Grade

I can turn  
a long  
rope.

I can move in  
personal and  
general space to  
rhythms and beats  
while maintaining  
balance.



I can travel over,  
under, around, and  
through using a  
variety of  
pathways, shapes,  
and levels.

I can differentiate  
between fast and  
slow speeds,  
strong and light  
force, and various  
directions.

I can demonstrate  
competency in  
rhythmic activities  
and rhythmic  
combinations.

I can apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games.

I can identify and follow teacher instructions to improve performance for specific motor development skills.

I can demonstrate  
safe practices by using  
equipment  
appropriately and  
respecting personal  
space with teacher  
guidance.

I can demonstrate  
competency in  
outdoor and  
recreational  
pursuits.

I can identify the  
immediate effect  
of physical  
activity on the  
heart and lungs.

F

irst Grade b.8.A



I can explain the  
importance of  
warm-ups and  
cool-downs for  
physical activity.

First Grade b.8.B

I can demonstrate  
exercises that  
promote health-  
related fitness.

First Grade b.8.C

I can develop a  
health-related  
goal with  
teacher  
guidance.

I can explain how to  
measure  
improvement in  
physical skills with  
or without a  
measuring tool.

I can identify  
healthy foods  
that produce  
energy for  
physical activity.

First Grade b.10.A

I can identify  
different hydration  
options, including  
water, that enhance  
physical activity.

I can identify proper clothing, footwear, and safety equipment for a variety of physical activities.

I can identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.



I can describe how  
personal actions  
may have positive  
or negative  
consequences.

I can demonstrate  
respect for  
differences and  
similarities in the  
abilities of myself  
and others.

I can identify  
personal impulses  
and emotions  
with teacher  
guidance.

I can demonstrate  
respect for and  
cooperation between  
self and others  
through words and  
actions with teacher  
guidance.

I can communicate  
feelings and  
thoughts  
appropriately with  
teacher guidance.

I can persevere  
while  
addressing  
challenges.

I can accept  
and provide  
constructive  
feedback.

I can participate  
in moderate to  
vigorous physical  
activity on a  
regular basis.

First Grade



I can describe  
physical activity  
for personal  
enjoyment with  
teacher guidance.