

First Grade Physical Education and Health Rubric

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
<p>WELLNESS</p>	<ul style="list-style-type: none"> -Describe what it means to be healthy. -Describe benefits of hygiene practices. -Understand bacteria and viruses are types of germs. -Describe differences between communicable and non-communicable diseases. -Understand how media influences health decisions and behaviors. -Identify characteristics of valid health information and services. -Describe steps to achieve a personal health goal. -Identify safety hazards in the community. -Describe bicycle, pedestrian, and transportation safety rules. -Describe emergency, fire, and safety plans at home and at school. -Understand importance of avoiding weapons 	<ul style="list-style-type: none"> -Understand what it means to be healthy. -Describe basic hygiene practices. -Understand which elements of hygiene are essential to good health. -Describe ways to prevent the spread of germs. -Understand differences between communicable and non-communicable diseases. -Identify where to locate trusted adults who can help promote health. -Identify people who can support achievement of a personal health goal. -Identify safety hazards in the home. -Understand bicycle, pedestrian, and transportation safety rules. -Understand fire, water, and sun safety rules. -Explain importance of reporting to an adult when seeing or hearing 	<ul style="list-style-type: none"> -Recognize meaning of healthy & unhealthy. -Recognize basic hygiene practices. -Understand germs can cause diseases. -Identify ways germs are transmitted. -Describe symptoms that occur when a person is sick. -Identify trusted adults and professionals who can help promote health. -Identify a personal health goal. -Identify safety hazards in the school. -Recognize bicycle, pedestrian, and transportation safety rules. -Identify fire, water, and sun safety rules. -Explain potential dangers of weapons. -Understand differences between emergency and nonemergency situations. -Recognize food groups. 	<ul style="list-style-type: none"> -Recognize meaning of healthy. -Recognize some hygiene practices. -Understand what germs are. -Identify adults who keep us healthy. -When prompted, choose a personal health goal. -Identifies some safety hazards. -Understand the need to wear a helmet when riding a bike and cross the street with an adult. -Identify some safety rules. -Understand the potential dangers of weapons. -Understand what an emergency situation is. -Recognize some food groups. -Identify healthy foods. -Understand the importance of eating breakfast. -Understand that some drinks are healthy and

	<p>when unsupervised.</p> <ul style="list-style-type: none"> -Recognize local emergency alert system. -Identify people who can help when someone is injured or suddenly ill. -Understand how to create a balanced meal. -Describe how each food group contributes to a healthy body. -Understand importance of eating meals throughout the day. -Identify benefits of drinking recommended intake of water. -Identify purpose of a Nutrition Facts label. -Identify healthy eating patterns that provide energy and help the body grow and develop. -Understand that food choices can put individuals at risk for some health problems. -Identify how family, school, and community influence food and beverage choices and eating behaviors. -Recognize decision-making or refusal skills 	<p>about someone having a weapon.</p> <ul style="list-style-type: none"> -Identify people to ask for help in emergency situations. -Match foods to food groups. -Distinguish between healthy and unhealthy foods. -Understand importance of eating breakfast and lunch. -Recognize importance of drinking water. -Identify location of a Nutrition Facts label. -Understand food provides energy for the body. -Understand that food choices can contribute to a healthy body. -Compare and contrast positive and negative self-talk. -Recognize positive and negative effects of stress. -Identify basic stress management techniques. -Describe appropriate ways to express emotions. -Recognize importance of being sensitive to others' 	<ul style="list-style-type: none"> -Identify healthy and unhealthy foods. -Recognize importance of eating breakfast. -Identify daily recommended water intake. -Identify healthy and unhealthy beverages. -Describe body signals that tell a person when they are hungry and when they are full. -Understand that food choices affect health. -Understand positive self-talk. -Identify characteristics of stress. -Identify different kinds of emotions. -Identify appropriate ways to express and manage emotions. -Recognize bullying and teasing. -Recognize ways to respond appropriately to bullying and teasing. 	<p>some are not.</p> <ul style="list-style-type: none"> -Describe body signals for hunger. -Understand that personal choices affect health. -Use positive self-talk. -Explain what stress means. -Identify some emotions. -Identify appropriate ways to express emotions. -Recognize bullying and teasing, but does not differentiate between the two. -Recognize ways to respond appropriately to bullying.
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	<p>that could help when making food choices.</p> <ul style="list-style-type: none"> -Select and use appropriate protective equipment in preventing injuries; describe water safety rules. 	<p>feelings.</p> <ul style="list-style-type: none"> -Distinguish between bullying and teasing. -Discuss harmful effects of bullying and teasing. -List ways to respond appropriately to bullying and teasing. 		
<p>PERSONAL AND INTERPERSONAL SKILLS</p>	<ul style="list-style-type: none"> -Demonstrate active listening skills to enhance communication. -Identify skills for assertive communication. -Identify healthy options for making a health-related decision. -Work in a group setting in cooperation with others; share space and equipment; show good sportsmanship and respect to others. 	<ul style="list-style-type: none"> -Describe how family and friends influence health practices and behaviors. -Identify verbal and nonverbal communication. -Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. -Differentiate between situations when a health-related decision can be made individually and when assistance is needed. -Explain and demonstrate how to call 911. -Identify influences on food and beverage choices and eating behaviors. 	<ul style="list-style-type: none"> -Identify how family influences health practices and behaviors. -Demonstrate healthy ways to express needs, wants, and feelings. -Identify situations when a health-related decision is needed. -Identify people to ask for help in an emergency situation. -Identify how to call 911 in emergency situations. -Identify how family influences food and beverage choices and eating behaviors. -Demonstrate responsible behavior when prompted. -Recognize class rules. -Demonstrate how to 	<ul style="list-style-type: none"> -Identify healthy practices at home. -Demonstrate healthy ways to express wants. -Identify when to get help for health-related issues. -Identify situations that need adult help. -Identify food and beverage choices of family members. -Sometimes demonstrate responsible behavior when prompted. -Sometimes recognize class rules and follow directions. -Sometimes listen respectfully to feedback from teacher. -Sometimes share materials and space with

		<ul style="list-style-type: none"> -Demonstrate responsible use of equipment and space. -Demonstrate following rules and procedures. -Respond appropriately to feedback from teacher. -Demonstrate working independently with others in a variety of environments. -Recognize conflict resolution skills. -Demonstrate following directions for safe participation and proper use of materials. 	<ul style="list-style-type: none"> follow directions. -Demonstrate listening respectfully to feedback from teacher. --Demonstrate how to share materials and space with others. -Demonstrate taking turns. -Demonstrate following directions for safe participation and proper use of materials with minimal reminders. 	<ul style="list-style-type: none"> others. -Sometimes take turns. -Sometimes demonstrate following directions for safe participation and proper use of materials.
DRUGS & MEDICINE	<ul style="list-style-type: none"> -Is able to name reasons for taking medicine and who can give medicine safely, including additional information. -Is able to distinguish between alcoholic and nonalcoholic drinks with additional information. -Is able to name several harmful effects of alcohol. -Is able to demonstrate several ways to refuse alcohol. -Demonstrates learning through class discussions, group projects, journaling, 	<ul style="list-style-type: none"> -Understand differences between safe and unwanted medicine use. -Identify different medicines and harmful drugs. -Understand tobacco and alcohol are harmful drugs. -Recognize effects of medicines used incorrectly. -Recognize how to tell a trusted adult when offered non-prescribed medicine or harmful drugs. -Recognize importance of 	<ul style="list-style-type: none"> -Understand how medicines are used correctly. -Recognize differences between medicines and harmful drugs. -Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines. -Understand importance of using medicines only with supervision of a trusted adult. 	<ul style="list-style-type: none"> -Recognize medicines. -Understand the difference between medicines and harmful drugs. -Identify adults in charge of medicines. -Understand that adults are in charge of all medicines.

	demonstrations, and role-playing.	avoiding tobacco, secondhand smoke, and alcohol.		
HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> -Describe different types of violence and abuse. -Identify healthy and unhealthy group characteristics. -Use medically accurate names for body parts, including external reproductive anatomy. 	<ul style="list-style-type: none"> -Recognize different types of violence and abuse. -Identify medically accurate names for body parts, including external reproductive anatomy. -Describe how living things grow and mature. -Explain that there are many ways to express gender. -Describe characteristics of a friend. -Identify healthy ways to express feelings. -Explain safe and unwanted touch. -Describe how to tell a trusted adult about unwanted touch. 	<ul style="list-style-type: none"> -Understand definition of violence and abuse. -Understand boys and girls have some body parts that are the same and some that are different. -Understand living things grow and mature. -Understand there are many ways to express gender. -Recognize characteristics of a friend. -Recognize ways to express feelings. -Identify safe and unwanted touch. -Recognize people have the right to refuse giving or receiving unwanted touch. 	<ul style="list-style-type: none"> -Understand what violence is. -Understand difference between boys and girls. -Understand living things grow. -Understand some ways to express gender. -Understand what a friend is. -Identify feelings. -Identify safe touch. -Recognize unwanted touch.
MOTOR SKILLS DEVELOPMENT	<ul style="list-style-type: none"> -Dribbles ball using alternate feet around obstacles while changing directions. -Demonstrates rhythmic patterns of locomotor skills. 	<ul style="list-style-type: none"> -Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop). -Demonstrate mature pattern in locomotor skills 	<ul style="list-style-type: none"> -Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop). -Demonstrate mature pattern in non-locomotor 	<ul style="list-style-type: none"> -Attempt locomotor skills while maintaining balance. -Attempt non-locomotor skills in isolation. -Demonstrate balance. -Demonstrate some

	<ul style="list-style-type: none"> -Demonstrates side orientation and proper grip when striking a stationary ball with a bat. -Uses feedback to modify his/her performance. -Utilizes and adjusts actions using movement vocabulary. -Demonstrates self-control in physical activity settings. -Participates in physical education class activities with respect for the rights and feelings of others. -Demonstrate on cue key elements in overhand throw, underhand throw, and catch. 	<ul style="list-style-type: none"> in isolation (walk). -Demonstrate emerging pattern in non-locomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing). -Demonstrate static balance on different bases of support with different body shapes. -Demonstrate weight transfer from one body part to another in self-space. -Demonstrate rhythmic skills combining locomotor and non-locomotor movement. -Demonstrate mature pattern in an underhand throw. -Demonstrate an underhand throw using different sizes and types of objects. -Demonstrate emerging pattern in an overhand throw. -Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces. -Demonstrate emerging 	<ul style="list-style-type: none"> skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing). -Demonstrate static balance on different bases of support. -Demonstrate rhythmic skills in response to teacher-led creative activities. -Demonstrate emerging pattern in an underhand throw. -Demonstrate emerging pattern in an overhand throw. -Demonstrate emerging pattern while catching a dropped ball before it bounces twice. -Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower. -Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand. -Demonstrate emerging pattern while passing and kicking a stationary ball with preferred foot. 	<ul style="list-style-type: none"> rhythmic skills. -Attempt underhand throw. -Attempt overhand throw. -Catch a dropped ball before it bounces three times. -Attempt to catch a large ball. -Demonstrate some success with dribbling. -Demonstrate some success with kicking a stationary ball. -Demonstrate some success while receiving a kicked ball with foot. -Demonstrate some success with foot-dribbling. -Demonstrate some success while striking an object upward. -Demonstrate some success striking a lightweight object upward with a short-handled implement. -Demonstrate some success hitting a ball off a tee. -Demonstrate movement in personal space at a slow speed.
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		<p>pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower.</p> <ul style="list-style-type: none"> -Demonstrate emerging pattern while hand-dribbling while continuously using preferred hand while walking in space. -Demonstrate emerging pattern while kicking with preferred foot when approaching a stationary ball. -Demonstrate emerging pattern while foot-dribbling with the preferred and non-preferred foot at a slow speed. -Demonstrate emerging pattern while striking an object upward with an open palm or forearms. -Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement. -Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat. 	<ul style="list-style-type: none"> -Demonstrate emerging pattern while receiving ball with the preferred foot when stationary. -Demonstrate emerging pattern while foot-dribbling with light force when walking. -Demonstrate emerging pattern while striking a lightweight object upward with an open palm. -Demonstrate emerging pattern while striking a lightweight object with a short-handled implement. -Demonstrate emerging pattern while striking a large ball off a tee with an oversized lightweight bat. -Demonstrate emerging pattern while striking a large object with a long-handled implement. -Demonstrate safe movement in personal and general space at a slow to moderate speed. -Demonstrate movement in different pathways. -Demonstrate movement in general space at varying speeds. 	<ul style="list-style-type: none"> -Sometimes demonstrates movement in different pathways. -Demonstrate movement in general space, but with difficulty varying speeds.
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FITNESS	<ul style="list-style-type: none"> -Defines cardio-respiratory fitness as a health-related component of fitness. -Practices various activities that improve flexibility, muscular strength and endurance, and cardio-respiratory fitness. -Performs push-ups, curl ups, ½ mile run and hurdles obstacles. -Uses feedback to modify his/her performance. Participate in moderate to vigorous physical activities on a daily basis; describe and select physical activities that provide opportunities for enjoyment and challenge. 	<ul style="list-style-type: none"> -Explain difference between physical activity and inactivity. -Recognize physical activity makes the body more fit. -Recognize basic structure and function of the muscular and skeletal system (muscles move body). -Recognize challenges when learning a new activity. -Describe physical activities that are enjoyable. -Identify that physical activity promotes opportunity for social interaction. 	<ul style="list-style-type: none"> -Recognize active and inactive behaviors. -Actively engage in physical education class. -Recognize moving fast causes faster heartbeat and faster breathing. -Participate in developmentally appropriate activities to improve overall fitness. -Recognize basic structure and function of body systems (the heart is a muscle). -Describe the five senses and related body parts. -Understand that some physical activities are challenging. -Identify positive feelings that result from participating in physical 	<ul style="list-style-type: none"> -Know the difference between active and inactive. -Sometimes engages in physical education class. -Recognize moving fast causes faster breathing. -Participate in some developmentally appropriate activities to improve overall fitness. -Recognize basic structure of the body. -Sometimes recognize when a physical activity is challenging. -Sometimes identify positive feelings that result from participating in physical activity. -Sometimes enjoy interaction during physical activity.

			activity. -Recognize that physical activity can help develop friendships.	
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