



Physical Education



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Physical Education Standards Review and Revision Committee

Chairperson

Terry Jones
President
Wellness Training Specialists

Members

Tyson Allen
Physical Education Teacher and Department
Head
Douglas County School District

Aaron Geffre
Physical Education Teacher
Harrison School District 2

Jennifer Gutierrez
Physical Education Teacher
Jeffco Public Schools

Shannon Loveridge-Milliken
SHAPE Colorado President and Elementary
Physical Education Teacher
Society of Health and Physical Educators
(SHAPE) and Adams 12 Five Star Schools

John Miller
Middle School Physical Education Teacher
Delta County School District

Korina Nalbach
Middle School Physical Education Teacher
Academy District 20

Pam Rogers
Manager of Instruction and Curriculum—Arts
and Physical Education
Denver Public Schools

Jennifer Smith
Elementary Physical Education Teacher
Denver Public Schools

Shelbi Wagner
Physical Education Department Chair
Platte Valley School District

Jessica Weber
Physical Education Instructional Curriculum
Specialist (Coordinator)
Denver Public Schools

Becky Weeks
Physical Education Teacher
Cherry Creek Schools

Laura Spruce
Elementary Teacher
Harrison School District 2

State Board of Education and Colorado Department of Education

Colorado State Board of Education

Angelika Schroeder (D, Chair)
2nd Congressional District
Boulder

Joyce Rankin (R, Vice Chair)
3rd Congressional District
Carbondale

Steve Durham (R)
5th Congressional District
Colorado Springs

Valentina (Val) Flores (D)
1st Congressional District
Denver

Jane Goff (D)
7th Congressional District
Arvada

Rebecca McClellan (D)
6th Congressional District
Centennial

Debora Scheffel (R)
4th Congressional District
Parker

Colorado Department of Education

Katy Anthes, Ph.D.
Commissioner of Education
Secretary to the Board of Education

Melissa Colman, Ph.D.
Associate Commissioner of Education
Student Learning Division

Floyd Cobb, Ph.D.
Executive Director
Teaching and Learning Unit

CDE Standards and Instructional Support Office

Karol Gates
Director

Carla Aguilar, Ph.D.
Music Content Specialist

Ariana Antonio
Standards Project Manager

Joanna Bruno, Ph.D.
Science Content Specialist

Lourdes (Lulu) Buck
World Languages Content Specialist

Donna Goodwin, Ph.D.
Visual Arts Content Specialist

Stephanie Hartman, Ph.D.
Social Studies Content Specialist

Judi Hofmeister
Dance Content Specialist
Drama and Theatre Arts Content Specialist

Jamie Hurley, Ph.D.
Comprehensive Health Content Specialist
Physical Education Content Specialist

Raymond Johnson
Mathematics Content Specialist

Christine Liebe
Computer Science Content Specialist

Vince Puzick
Reading, Writing, and Communicating Content Specialist

Purpose of Comprehensive Health and Physical Education

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.” ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of “gym class” and “hygiene lessons.” Today’s world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one’s health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person¹, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.²

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

¹ SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

² Centers for Disease Control and Prevention. What is Health Literacy? *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

Prepared Graduates in Physical Education

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Participate in and understand the benefits of regular physical activity.
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Apply personal safety knowledge and skills to prevent and treat injury.

Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

1. Movement Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

3. Social and Emotional Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

Comprehensive Health standards:

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Physical Education standards:



1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

General Considerations for Physical Education

There has been a shift in the focus of physical education instruction in the last few years. In the past, physical education was very much focused on team sports, athlete success, teacher-directed lessons, and little cognitive rigor. The new face of physical education instruction is an inclusive environment where all students have the opportunity to succeed. Physical education focuses on life-long health and wellness with connections to personal fitness, connections to lifetime activities, enhancing leadership qualities and strategic thinking, and having students take ownership of their learning. Ultimately, the standards focus on the development of physically literate students and lifelong movers.

In revising the physical education standards, the committee referenced national recommendations for minutes of elementary and high school physical education, national physical education standards, national reviews, and public feedback. The committee fully acknowledges that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the physical education experience of students in grades preschool through Grade 12 and are not intended to be a checklist, but instead are used to frame objectives for a standard and to provide guidance in teaching the appropriate skills/concepts. Standards should be addressed in a comprehensive high-quality physical education program. Standards and Grade Level Expectations have been revised to meet the current needs of Colorado students. The high school evidence outcomes have been restructured into levels (Level 1 or Level 2) to differentiate rigor for beginning and advanced learning of skills and concepts.

How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		 COLORADO Department of Education
<p>Prepared Graduates: The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.</p> <p>Grade Level Expectation: The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.</p>		
<p><u>Evidence Outcomes</u></p> <p>The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.</p>	<p><u>Academic Context and Connections</u></p> <p>The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the Colorado Essential Skills, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.</p> <p>The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.</p>	
Grade Level, Standard Category	2020 Colorado Academic Standards GLE Code (Code: content.grade.standard.GLE)	

Academic Context and Connections in Physical Education:

Colorado Essential Skills and Real-World Application: These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses. These statements also connect and relate these skills to lifelong learning.

Inquiry Questions: The sample question that are intended to promote deeper thinking, reflection, and refined understandings precisely related to the GLE.

Components of a Physically Literate Individual: Connects the GLE to physical literacy and how it supports students’ ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Preschool Learning and Development Expectation:

1. Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Move safely in a large group without bumping into others or falling while using locomotor skills.
- b. Travel forward and sideways while changing directions quickly in response to a signal.
- c. Perform movements to the rhythm of music.
- d. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- e. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- f. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.
- g. Understand movement concepts, such as control of the body, how the body moves (such as awareness of space and directionality), and that the body can move independently or in coordination with other objects.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Individuals travel successfully and safely with family members in a variety of activities such as to a shopping center, country fair, or movie theaters.
2. Individuals participate in games that require movement.
3. The indoor and outdoor environments have appropriate amounts of space so that children are not crowded.
4. When necessary, physical space has been modified to meet the needs of individual children (refer to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973).
5. Creative movement activity is provided using obstacle courses or activity songs and records.
6. Equipment includes tricycles and other riding toys that children push with their feet and eventually pedal.
7. There are activities that have a range of appropriate ways to participate so that every child is successful.
8. Use movement activities to enhance stories, e.g., acting out the wild rumpus in “Where the Wild Things Are.”
9. Adults facilitate activities which develop children’s ability to jump, run, balance, climb, walk, skip, gallop, and slide, using a variety of equipment.
10. Alex, the paraprofessional who works with Penny, a child diagnosed with autism, shows her a picture of children walking on a balance beam and asks her to add it to her visual schedule as a cue for what activity would happen next. Penny walks on the balance beam twice with Alex modeling and reminding how to stand in line, and they take turns.





Examples of Learning/Children May:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Spatial awareness is critical for success in any movement-based activity.
3. During the “The Beanbag Boogie” song, the children balance their beanbags and move without bumping into one another.
4. Kate draws a hopscotch pattern with sidewalk chalk and jumps into each square.
5. Mariah and Nevaeh run through the obstacle course set up on the preschool playground making sharp turns and jumping over hurdles. Miss Rhonda holds Jackson’s hand and assists him in moving through the obstacle course.
6. Marcus and Sherman jump over the jump rope as Ms. Kathy and Myra swing it back and forth.

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.





Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Preschool Learning and Development Expectation:

1. Recognize the positive feelings experienced during and after physical activity.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Participate in activities that increase the heart rate.
- b. Participate in activities that require stretching the muscles.
- c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety.
- d. Identify physical activity opportunities inside and outside of school.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. There are a range of appropriate ways to participate so that every child is successful in activities that increase heart rate.
2. Adults facilitate activities which develop children's ability to stretch muscles.
3. Adults model and support students to identify physical activity opportunities inside and outside of schools.
4. Provide opportunities for students to participate and identify activities that support healthy behavior that promote overall personal health and safety.

Examples of Learning/Children May:

1. Individuals learn to participate in fitness activities to have a healthy heart.
2. Individuals set a base groundwork for lifetime physical fitness such as enjoying outside play.
3. Individuals compare their heart rate.
4. Individuals use sports equipment such as bicycles and tricycles that increases their heart rate.

Components of a Physically Literate Individual:

1. Levels of exercise directly influence heart rate and overall health and fitness.
2. Regular physical activity contributes to emotional well-being.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Preschool Learning and Development Expectation:

1. Demonstrate understanding of positive social interaction with teachers and peers.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Demonstrate listening to the teacher during group activities.
- b. Demonstrate sharing and taking turns when with participating with peers.
- c. Follow directions to simple activities.
- d. Recognize basic class rules and protocols.
- e. Individuals recognize that rules make situations and activities safe and run more smoothly.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide clear rules and protocols to support positive peer interactions in physical activity settings.

Examples of Learning/Children May:

1. Individuals recognize that sharing and taking turns is important for positive social interactions.

Components of a Physically Literate Individual:

1. Successful participation in games and activities requires following rules.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Preschool Learning and Development Expectation:

1. Understand basic safety rules and principles.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Follow teacher directions for safe participation in physical activity.
- b. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.
- c. Communicate an understanding of the importance of health and safety routines and rules.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Adults and children are responsible for keeping the learning environment reasonably clean and safe.
2. The building, playground, and all equipment are maintained in safe, clean condition and in good repair.
3. Adults provide activities to develop safety awareness in the center, home, and/or community.

Examples of Learning/Children May:

1. Before boarding the bus for an apple-picking field trip, Miss Rachel reviews the rules for riding the bus.
2. On the way to the library, Miss Emelia reminds the children (as a group) to stop at the crosswalk, then asks the lead child to check both ways for oncoming traffic before walking across the street.
3. During a class meeting, Mr. Ben and the preschool children create a list of safe ways to use the playground equipment as well as discussing why certain types of play might be more likely to cause injuries.
4. Together they decide that not walking too close to the swings is an important rule. Thomas suggests that they create a line in front of the swings using a jump rope so that everyone knows not to come too close.
5. Paul makes sure that Sarah has moved away from the base of the slide before his turn.

Components of a Physically Literate Individual:

1. Individuals who learn to follow rules and move safely are more likely to participate in physical activity.





Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate body and spatial awareness through movement.

Evidence Outcomes

Students Can:

- a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills.
- b. Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- c. Travel in straight, curved, and zigzag pathways.
- d. Move in opposition and alternately.
- e. Move synchronously with others.
- f. Participate in chase-and-flee activities that include various spatial relationships.
- g. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in games that require movement as a group. (Civic/Interpersonal Skill: Collaboration/Teamwork)
2. Travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair. (Personal Skills: Self-Awareness)
3. Create letters of the alphabet using their arms, legs, and torso. (Entrepreneurial Skills: Critical Thinking)
4. Follow a rhythmic pattern when jumping rope with friends. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. When is moving at a fast speed safer, and when is moving at a slow speed safer?
2. Which animals use the same movements?
3. When moving in a group, how do you keep from bumping into each other?
4. Why is it easier to move in the same direction in which a group is moving than to move against the group?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Spatial awareness is critical for success in any movement-based activity.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.



Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Locate and move the major parts of the body.

Evidence Outcomes

Students Can:

- a. Move specified body parts in response to a variety of sensory cues such as auditory or visual.
- b. Identify body planes such as front, back, and side.
- c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Being aware of specific body parts helps body and spatial awareness. (Personal Skills: Self-Awareness)
2. Identify body parts correctly. (Personal Skills: Self-Awareness)
3. Identify the front, back, and side of the body. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. Which body parts are unable to move?
2. Why do we walk on two feet?
3. Which are stronger, arms or legs? Why?
4. What in their arms and legs helps people to move?
5. When would it be important to be able to change directions quickly?

Components of a Physically Literate Individual:

1. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.
2. The brain helps the body to learn how to move.





Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

1. Understand that physical activity increases the heart rate, making the heart stronger.

Evidence Outcomes

Students Can:

- a. Identify the heart rate as an indicator of physical activity.
- b. Sustain physical activity for short periods of time.
- c. Identify activities that will increase the heart rate.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify technology that will allow heart rate monitoring and checking.
(Professional Skills: Use Information and Communication Technology)

Inquiry Questions:

1. Which activities can you do for the longest time? Shortest time?

Components of a Physically Literate Individual:

1. The heart is the most important muscle in the body.
2. Exercise directly influences heart rate and overall health and fitness.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Demonstrate respect for self, others, and equipment.

Evidence Outcomes

Students Can:

- a. Demonstrate the characteristics of sharing.
- b. Identify feelings that result from participation in physical activity.
- c. Participate as a leader and follower.
- d. Help to manage equipment.
- e. Play without interfering with others.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recognize when leading is necessary and when following is necessary. (Professional Skills: Leadership)
2. Recognize that sharing is an important part of working and playing with others. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Recognize that taking care of equipment such as toys is an important responsibility. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Why is sharing sometimes difficult?
2. Would you rather be a leader or a follower? Why?
3. What would equipment look like if we didn't take care of it?
4. How does participating with others in physical activity make you feel?
5. Why is it important to take care of equipment?

Components of a Physically Literate Individual:

1. Physical education provides opportunities to reinforce healthy social and emotional behaviors.
2. Physical education provides opportunities to participate in different roles.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

2. Demonstrate the ability to follow directions.

Evidence Outcomes

Students Can:

- a. Start and stop on an auditory and visual signal.
- b. Follow a simple series of instructions for an activity.
- c. Speak at appropriate times.
- d. Follow established class protocols.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Follow established rules when engaging in physical activity in settings such as the community pool or public playground. (Personal Skills: Personal Responsibility)
2. Identify traffic rules that they see on the street. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. Why is it important to follow directions when participating in physical education?
2. How is playing “red light, green light” similar to crossing the street?

Components of a Physically Literate Individual:

1. Respect for and commitment to rules is an underlying foundation of game play.





Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Apply safe practices, rules, and procedures.

Evidence Outcomes

Students Can:

- a. Demonstrate safety awareness when using materials.
- b. Participate in activity without colliding into other students, objects, and surroundings.
- c. Identify proper footwear for physical education.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate safely in a wide range of physical activities. (Personal Skills: Self-Awareness, Initiative/Self Direction)
2. Visit a shoe store to identify proper footwear. (Civic/Interpersonal Skills: Character)
3. Observe people crossing a street to see how they are aware of their physical space and do not bump into each other. (Personal Skills: Self-Awareness, Initiative/Self Direction)

Inquiry Questions:

1. What's the value of having special footwear for physical education?
2. Why should shoes be tied tight?
3. Why should exercise equipment be put away after it is used?
4. Why is it important to not bump into others?
5. What can you do to keep from bumping into others?
6. How should your body look when you are paying attention to where you are going?

Components of a Physically Literate Individual:

1. Paying attention to safety guidelines can prevent injuries.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate basic locomotor and non-locomotor skills and rhythmic and cross-lateral movements.

Evidence Outcomes

Students Can:

- a. Move in different directions and at high, medium, and low levels in space.
- b. Demonstrate locomotor movements in a variety of pathways and levels.
- c. Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal.
- d. Perform a simple dance step in keeping with a specific tempo.
- e. Travel to a variety of rhythms changing time, force, and flow.
- f. Manipulate objects such as jump ropes, scarves, hoops, and balls.
- g. Balance at different levels on different body parts.
- h. Demonstrate both static and dynamic balances.
- i. Perform rhythmical movements using small musical aids.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Move skillfully under a variety of movement conditions. (Personal Skills: Perseverance/Resilience)
2. Ride a two-wheeled bike without training wheels. (Personal Skills: Initiative/Self-Direction)
3. Ride a skateboard or skates. (Personal Skills: Initiative/Self-Direction)
4. Participate in games that require movement such as playing basketball or tag. (Personal Skill: Self-Awareness, Initiative/Self-Direction)
5. Participate in games that require the use of objects such as jump ropes and balls. (Personal Skill: Self-Awareness, Initiative/Self-Direction)

Inquiry Questions:

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are social dances so popular at group gatherings (wedding receptions, school dances, prom, quinceanera)?
3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.



PHYSICAL EDUCATION

First Grade, Standard 1. Movement Competence and Understanding



COLORADO
Department of Education

Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

2. Demonstrate fundamental manipulative skills.

Evidence Outcomes

Students Can:

- a. Standing in place, dribble a ball continuously with one's dominant hand.
- b. Throw an object with an overhand or underhand motion while stepping forward in opposition.
- c. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces.
- d. Catch a thrown large object with both hands.
- e. Kick a stationary object using a simple kicking pattern.
- f. Use body parts and light implements to strike stationary and moving objects.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in activities that require patterned movements such as playing softball or basketball. (Personal Skill: Self-Awareness; Initiative/Self-Direction)
2. Recognize manipulative skills in games and sports by watching sporting events on television. (Professional Skills: Use Information. Comm. Tech)
3. Recognize manipulative skills in games and sports by watching friends and family members participate in sports. (Entrepreneurial Skills: Inquiry/Analysis)
4. Demonstrate the skillful use of a variety of manipulatives. (Professional Skills: Task/Time Management)
5. Participate in activities that require the use of manipulatives. (Professional Skills: Task/Time Management)

Inquiry Questions:

1. How does one get better at throwing a ball?
2. What is the most effective way to throw a ball?
3. When is striking used in games and sports?
4. Is it easier to catch a bigger object or a smaller one? Why?
5. Individuals participate in activities that require the use of manipulatives.

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Patterned, rhythmic movement activates the brain to facilitate learning.
3. Many popular games and sports require the skillful manipulation of an object or objects.
4. Repetition improves the performance of motor skills.



Physical Education





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Establish a beginning movement vocabulary.

Evidence Outcomes

Students Can:

- a. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide.
- b. Respond appropriately to a variety of cues.
- c. Recognize personal space, high and low levels, fast and slow speeds, straight, curved, and zigzag pathways, balance, and twist.
- d. Distinguish between personal space, general space, and boundaries.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Perform movements safely on command. (Personal Skills: Personal Responsibility)
2. Recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home. (Professional Skills: Self-Advocacy)
3. Recognize when boundaries and personal space are needed in physical activities. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. How can there be a game with no boundaries?
2. What are some similarities and differences of locomotor movements?
3. What makes a jog different from a run?
4. Why is it important to have personal space?
5. Which physical activities use each of the locomotor movements?

Components of a Physically Literate Individual:

1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

1. Identify the body's normal reactions to moderate and vigorous physical activity.

Evidence Outcomes

Students Can:

- a. Identify basic exercises that help to strengthen various muscles of the body, such as push-ups, curl-ups, squats, planks, mountain climbers.
- b. Identify physical activities that require strong muscles.
- c. Identify heart beating faster, harder breathing, and sweating as reactions to exercise.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Prevent injury by maintaining adequate muscular strength and endurance. (Entrepreneurial Skills: Inquiry/Analysis)
2. Use a computer to find examples of safe exercises to improve muscular strength and endurance. (Civic/Interpersonal Skills: Civic Engagement)
3. Participate in activities that improve their health-related fitness. (Personal Skills: Adaptability/Flexibility)
4. Identify equipment in parks and playgrounds that helps to build muscles. (Entrepreneurial Skills; Inquiry Analysis)

Inquiry Questions:

1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why?
2. How could you work on improving your muscular strength?
3. What does your body feel like when you are running compared to when you are walking?

Components of a Physically Literate Individual:

1. Regular physical activity contributes to emotional well-being.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. The body reacts positively to physical exercise.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Work independently and with others to complete work.

Evidence Outcomes

Students Can:

- a. Identify and demonstrate acceptable responses to challenges, successes, and failures.
- b. Invite others to use equipment before repeating a turn.
- c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity.
- d. Help another student share space effectively.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Share limited resources in a way that allows everyone access. (Professional Skills: Self-Advocacy)
2. Describe how to share equipment or technology with a partner. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Include everyone in an activity such as inviting friends to participate in a game on the weekend. (Civic/Interpersonal Skills: Collaboration/Teamwork)
4. Participate in activities that require more than one person, such as team sports or recreational activities like rock climbing. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. What is the most important quality of a good partner, and why?
2. What makes you a good partner?
3. What is different about working with someone rather than working by yourself?
4. What does “help” look like? Express “help” without using words.

Components of a Physically Literate Individual:

1. Physical education provides opportunities to practice and reinforce positive social behaviors.
2. Physical education provides opportunities to demonstrate responsible social behavior.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

2. Follow the rules of an activity.

Evidence Outcomes

Students Can:

- a. Perform movements within given parameters and guidelines.
- b. Develop rules for an activity with teacher assistance, and participate in the activity while following the rules.
- c. Follow the rules for simple games and activities.
- d. Accept responsibility for one's behavior in a game situation.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Create games and physical activities that have rules. (Entrepreneurial Skill: Creativity, Innovation)

Inquiry Questions:

1. Which rules for good behavior would you most want to see in your physical education class, and why?
2. Why is it important to follow the rules?
3. What would happen if there were no rules when playing a game?
4. How should rules be decided?

Components of a Physically Literate Individual:

1. Respect for and commitment to rules is an underlying foundation of game play.
2. Rules are important for enjoying game play.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Develop movement control for safe participation in games and physical activities.

Evidence Outcomes

Students Can:

- a. Recognize appropriate safety practices in general space (e.g., throwing objects when appropriate, only throwing objects when others are not in the direct line of the throw).
- b. Demonstrate the ability to follow verbal and nonverbal instruction.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Avoid injuring themselves or others when participating in physical activity.
(Personal Skills: Personal Responsibility)

Inquiry Questions:

1. Why does a person need to know how to follow directions if the directions are not given verbally?
2. Why should you not throw balls at other people?

Components of a Physically Literate Individual:

1. Following safety rules can prevent injury in physical education.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate the elements of movement in combination with a variety of locomotor skills.

Evidence Outcomes

Students Can:

- a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command.
- b. Demonstrate smooth transitions between sequential motor skills such as running into a jump.
- c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
- d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping.
- e. Correctly identify the locomotor, non-locomotor, or manipulative skill in a variety of activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Move skillfully under a variety of movement conditions. (Personal Skills: Self-Awareness)
2. Participate skillfully in a variety of games at home that require movement. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. How is walking different from running?
2. What activities require one to change movement skill during the activity?
3. How can one perform a skill without thinking about it?
4. If you could only master one of the locomotor movements, which one would you choose, and why?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. The different combinations or ways that movement can be performed are virtually limitless.
3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
4. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.





Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements.

Evidence Outcomes

Students Can:

- a. Move to even and uneven beats using various locomotor movements.
- b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll.
- c. Jump rope repeatedly.
- d. Throw, catch, strike, and trap objects while stationary or moving with a partner.
- e. Balance objects on various body parts while in various positions.
- f. Demonstrate static and dynamic balance on lines or low beams and benches.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in a variety of activities with others while maintaining control of the body. (Personal Skills: Self-Awareness)
2. Participate successfully in activities that require balance. (Personal Skills: Self-Awareness)
3. Participate in activities that require movements to even and uneven beats. (Personal Skills: Personal Responsibility)
4. Participate in activities that require throwing and catching with others. (Civic/Interpersonal: Collaboration/Teamwork)

Inquiry Questions:

1. Why is it important to be able to move in both even and uneven rhythms?
2. What does it mean to have rhythm?
3. What body parts are involved when one jumps rope?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Use feedback to improve performance.

Evidence Outcomes

Students Can:

- a. Use instructor feedback to identify strengths and weaknesses.
- b. Identify modifications to improve performance of a skill or physical movement.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Receive feedback from family or community members to improve performance of a skill when playing games. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
2. What are the benefits of instructor feedback?

Components of a Physically Literate Individual:

1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. The use of instructor feedback identifies strengths and weaknesses to improve performance.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

1. Identify healthy habits for personal wellness.

Evidence Outcomes

Students Can:

- a. Explain the fuel requirements of the body during physical activity and inactivity.
- b. Identify healthy food choices to fuel the body.
- c. Determine the proper amount of sleep to get every night.
- d. Identify changes in the body during exercise and how that makes you feel.
- e. Identify feelings resulting from challenges, successes, and failures in physical activity.
- f. Describe the role of water as an essential nutrient for the brain and body.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recognize the relationship between good nutrition and physical activity for being healthy. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Discuss healthy foods with others. (Civic/Interpersonal Skills: Communication)
3. Determine the effects of limited water consumption during physical activity on a hot day. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What are your favorite healthy snacks?
2. How do you face challenges, overcome failures, and celebrate successes in physical activity?
3. Do you feel better or worse when you get a lot of sleep at night? Why?
4. Why is water essential for the body?

Components of a Physically Literate Individual:

1. Physical activity affects overall health and fitness.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. Food choices affect overall health and fitness.
4. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral to the development of the whole child.
5. Drinking water is important for physical health and well-being.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Demonstrate positive and helpful behavior and words toward other students.

Evidence Outcomes

Students Can:

- a. Describe how positive social interaction can make physical activity with others more fun.
- b. Participate in a variety of group settings without distracting behavior.
- c. Encourage others by using verbal and nonverbal communication.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Encourage others to exhibit random acts of kindness. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Why should you be polite when playing in a group physical activity?
2. Why is it important to have good behavior, especially when in a group setting?
3. Is it easier or harder to work with peers to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

Components of a Physically Literate Individual:

1. Successful participation in physical activity requires cooperation with others.
2. Group physical activities should be fun for everyone participating.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Apply rules, procedures, and safe practices in the classroom.

Evidence Outcomes

Students Can:

- a. Maintain safety within personal space while using implements.
- b. Follow safety rules in the gymnasium and on the playground.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Avoid injury while participating in a wide range of physical activities. (Personal Skills: Self-Awareness)
2. Participate in activities outside of school hours. (Civic/Interpersonal Skills: Civic Engagement)
3. Identify safe practices while watching a sport/fitness video. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. What is a safety rule for running?
2. If you could implement only one safety rule for the gymnasium, what would it be?
3. How are safety rules the same for the playground and gym? How are they different?
4. Why is personal space even more important when you are using implements?
5. What is the proper way to play with a baseball bat?

Components of a Physically Literate Individual:

1. Paying attention to safety can prevent injuries.
2. Understanding safety rules for games can lead to greater enjoyment when playing them.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports.

Evidence Outcomes

Students Can:

- a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives.
- b. Dribble while changing speed and direction.
- c. Demonstrate throwing, catching, striking or trapping in an activity.
- d. Demonstrate skills of chasing, fleeing, and dodging to avoid others.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends. (Personal Skills: Self-Awareness)
2. Participate skillfully in a variety of games that require movement and skills. (Personal Skills: Self-Awareness)
3. Combine locomotor movements in time to music while dancing at home or at a social dance. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. How is dribbling a soccer ball different from dribbling a basketball?
2. Why are some games more enjoyable than others?
3. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
4. Why might your peers enjoy different games than you?

Components of a Physically Literate Individual:

1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity.
2. Games and sports have motor patterns that appear in simple combinations.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Perform cross lateral and rhythmic exercises that make a brain-body connection.

Evidence Outcomes

Students Can:

- a. Describe, create, and demonstrate movements that require crossing the midline.
- b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos.
- c. Perform jumping, tossing, dribbling, or catching to music or rhythmic beat.
- d. Perform a basic tinkling step to 3/4 time (close, tap, and tap).
- e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.
- f. Perform forward and backward rolls with variation.
- g. Combine two or more rotational skills.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Learn new movements to engage the brain. (Entrepreneurial Skills: Informed Risk Taking)
2. Perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls. (Civic/Interpersonal Skills: Communication)
3. Crossing the midline, assists in the development of cognitive skills. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. What must one think about when doing a forward roll?
2. Which activities are most effective for crossing the midline?
3. How does one use his or her mind in various activities and sports?
4. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, and rhythms are proven to be beneficial for making brain and body connections.



Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Demonstrate understanding of how the use of self-assessment aids in skill development.

Evidence Outcomes

Students Can:

- a. Use self-feedback to identify strengths and weaknesses.
- b. Use instructor or self-feedback to make adjustments that will improve performance.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Watch video of themselves to improve performance. (Professional Skills: Use Information and Communications Technologies)
2. Analyze performance through journaling or charting. (Personal Skills: Self-Awareness)
3. Apply feedback to develop skills and gain confidence. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. What is the advantage of instructor feedback over self- feedback?
2. What is the advantage of self-feedback over instructor feedback?
3. Why is it important to evaluate your performance?
4. What are different ways you can self-assess?

Components of a Physically Literate Individual:

1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. The use of self-feedback identifies strengths and weaknesses to improve performance.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing.

Evidence Outcomes

Students Can:

- a. Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity.
- b. Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity.
- c. Identify several moderate to vigorous physical activities (formal or informal) that provide personal pleasure.
- d. Locate heart rate on at least two different pulse points on the body.
- e. Discuss how drinking an adequate amount of water before, during, and after physical activity keeps the body hydrated.
- f. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity.
- g. Explain how the intensity and duration of exercise affect fuel use during physical activity.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Maintain a healthy cardiovascular and respiratory system to prevent heart disease. (Personal Skills: Initiative/Self-Direction)
2. Individuals participate in a wide range of physical activities over a lifetime such as swimming, bicycling, running, or hiking. (Personal Skills: Initiative/Self-Direction)
3. Participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Which physical activities are the healthiest?
2. What factors help you to decide why you enjoy an activity or sport?
3. If you are bored with a current physical activity, how would you choose a new physical activity?
4. Does your body feel different after you bike than after you run?

Components of a Physically Literate Individual:

1. Physical activity affects heart, lungs, and muscles.
2. Physical activity affects the way one feels emotionally and physically.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.
4. Different levels of exercise affect heart rate and overall health and fitness.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues.

Evidence Outcomes

Students Can:

- a. Identify the location of the lungs and heart.
- b. Identify muscles and fat.
- c. Feel your heart beat after moderate to vigorous physical activity.
- d. Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles.
- e. Identify physical activities that cause the heart to beat faster.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand the role of fitness in preventing chronic disease. (Professional Skills: Information Literacy)
2. Take a virtual tour of the body, focusing on the lungs and heart. (Professional Skills: Use Information and Communications Technology)
3. Prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball. (Professional Skills: Use Information and Communications Technology)
4. Use a heart rate monitor to compare heart rate before, during, and after exercise. (Professional Skills: Use Information and Communications Technology)
5. Compare body parts to parts of a car or a computer. (Entrepreneurial Skills: Inquiry/Innovation)

Inquiry Questions:

1. Do your heart and lungs feel different after you bike than after you run?
2. If entire bodies were made of fat, how would people move?
3. What would bodies look like if they had no bones?
4. Which of your favorite activities do you think contribute most to your heart beating faster?

Components of a Physically Literate Individual:

1. The amount of exercise done directly influences heart rate and overall health and fitness.
2. The body is made up of different parts, and each part must be cared for with exercise.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Demonstrate positive social behaviors during physical activity.

Evidence Outcomes

Students Can:

- a. Identify the positive behaviors of self and others.
- b. Congratulate teammates and opponents upon conclusion of a game or activity.
- c. Follow directions, activity-specific rules, procedures, and etiquette with few reminders.
- d. Encourage others regularly, and refrain from put-down statements.
- e. Ask a partner to participate in a physical activity.
- f. Congratulate friends for performing a skill correctly.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people. (Civic/Interpersonal Skills: Character)
2. Demonstrate good sportsmanship. For example, shake the hand of a winning opponent. (Civic/Interpersonal Skills: Character)
3. Initiate social interaction with someone they don't know in a social situation such as a school dance. (Entrepreneurial Skills: Informed Risk Taking)
4. Send a text message to a friend asking him or her to join them in a physical activity such as playing Frisbee. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. How should you congratulate someone when he or she wins, and you lose?
2. How does your body feel when you achieve success while working with others?
3. What is your role in maintaining a positive learning environment that everyone can enjoy?
4. Why is it important to be polite when you lose?

Components of a Physically Literate Individual:

1. Physical education provides opportunities to reinforce positive social behaviors.
2. Successful participation in physical activity requires cooperation with others.
3. Group physical activities should be fun for everyone participating.
4. How you behave when you win or lose influences how people look at you.

PHYSICAL EDUCATION

Third Grade, Standard 4. Prevention and Risk Management



COLORADO
Department of Education

Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Identify ways to prevent injuries during physical activity.

Evidence Outcomes

Students Can:

- a. Recognize how injuries can occur during physical activity.
- b. Understand how activities can affect safety of self and others.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Safety is the responsibility of all participants. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What safety measures need to be taken before participating in physical activity?

Components of a Physically Literate Individual:

1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid or reduce potentially unsafe situations.



Physical Education





Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills.

Evidence Outcomes

Students Can:

- a. Dribble and pass an object to a moving receiver.
- b. Throw, catch, and kick to self or a partner.
- c. Jump and land for height and distance using mature form.
- d. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement.
- e. Create a rhythmic routine, including gymnastics, creative dance, or jump rope.
- f. Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line).
- g. Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels.
- h. Distinguish and describe the similarities and differences of manipulative skills such as basketball and soccer dribbling or overhand and underhand.
- i. Demonstrate efficient patterns of striking with and without an implement.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in playground or backyard games to develop locomotor, non-locomotor, manipulative, and rhythmic skills, such as catching and throwing baseballs or playing tag. (Entrepreneurial Skills: Creativity/Innovation)
2. Participate in dances that are part of a community festival. (Civic/Interpersonal Skills: Civic Engagement)
3. Participate successfully in balance activities. (Entrepreneurial Skills: Informed Risk Taking)
4. Compare modern social dances to traditional social dances in terms of similar movement skills. (Civic/Interpersonal Skills: Global/Cultural Awareness)
5. Identify the locomotor and rhythmic skills in real world applications (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. Which is more important, accuracy or speed? Why?
2. Why is it important to know traditional dances?
3. How can balance skills help to prevent injuries?
4. Which is harder to learn, in-line skating or ice-skating?

Components of a Physically Literate Individual:

1. Skillful movers are more likely to participate successfully in physical activity over a lifetime.
2. Good balance skills are important for lifelong wellness and injury prevention.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills.

Evidence Outcomes

Students Can:

- a. Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities.
- b. Identify critical elements of movement skills when watching a video for self or peer assessment.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Watch people performing sports to learn elements of movement for evaluating locomotor and manipulative skills. (Entrepreneurial Skills: Inquiry/Analysis)
2. Utilize video cameras to record elements of movement for evaluating locomotor and manipulative skills. (Entrepreneurial Skills: Inquiry/Analysis)
3. Ask others for advice about performance of locomotor skills when playing games. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. Why is it important to know the critical elements of movement?
2. Why is it important to improve physical skills?
3. What can a partner tell one about one's skills that he or she cannot see oneself?
4. Why is it helpful to give feedback to a peer?
5. When would peer feedback be inappropriate?
6. How can you give advice to a friend about how to improve at a physical activity?

Components of a Physically Literate Individual:

1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Ongoing feedback and assessment are necessary in determining the effectiveness of personal goal-setting strategies.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Explain how the health-related fitness components are used to improve physical fitness.

Evidence Outcomes

Students Can:

- a. Identify and demonstrate flexibility exercises for major muscle groups.
- b. Identify health-related components of fitness and demonstrate an exercise that positively impacts each component.
- c. Measure and record personal heart rate before, during, and after moderate to vigorous exercise.
- d. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups.
- e. Explain the benefits of having good cardiovascular endurance.
- f. Recognize healthy and balanced meals and snacks designed to enhance the performance of physical activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand the benefits of stretching before playing a community-organized sport. (Personal Skills: Personal Responsibility)
2. Create a video demonstration of exercises for each component of health-related fitness. (Entrepreneurial Skills: Creativity/Innovation)
3. Utilize a watch to monitor heart rate before, during, and after performing a physical activity. (Entrepreneurial Skills: Inquiry/Analysis)
4. Watch a video or television, and compare the way professional athletes perform stretches to the way others perform stretches. (Entrepreneurial Skills: Inquiry/Analysis)
5. Keep a computer log to track and analyze a daily diet. (Entrepreneurial Skills: Inquiry/Analysis)
6. Utilize the internet to research healthy, balanced meals. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. Do different types of physical activities produce different results?
2. Which health-related component do you most need to improve? Which do you want to improve?
3. Which health-related component is the most important? Why?
4. How will improving a component help when I participate in my favorite sport or physical activity?
5. If you managed a restaurant, what foods would be on the menu? Why?
6. Should children be allowed to eat whatever snacks they want? Why or why not?
7. Should people eat immediately before exercising? Why or why not?

Components of a Physically Literate Individual:

1. Healthy living requires knowledge of the health-related fitness components.
2. The lack of knowledge regarding safety factors can adversely affect one's ability to participate in physical activity.
3. Levels of exercise directly influence a person's heart rate, and overall health and fitness.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

2. Analyze opportunities for participating in physical activity and actively engage in teacher-directed and independent activities.

Evidence Outcomes

Students Can:

- a. Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs.
- b. Demonstrate appropriate warm-up procedures before participation in vigorous physical activity.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Establish healthy habits for physical activity such as tracking the amount of time spent exercising daily. (Personal Skills: Initiative/Self-Direction)
2. Utilize the internet to research exercise programs. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. Do you prefer participating in organized group activities such as youth basketball leagues or playing in unstructured physical activities such as pick-up basketball games? Why?

Components of a Physically Literate Individual:

1. A healthy diet and exercise program provide energy for performance and successful participation in recreational and competitive activities.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. People have many options to participate in organized physical activities outside of school.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Assess and take responsibility for personal behavior and stress management.

Evidence Outcomes

Students Can:

- a. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- b. Set a personal goal to improve a skill and work toward that goal.
- c. Describe and demonstrate responsible behavior and decision-making while participating in physical activity.
- d. Demonstrate respect for the person who is officiating.
- e. Recognize that physical activity can be used as a stress management technique.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Follow and respect established guidelines for behavior in a variety of settings. (Personal Skills: Personal Responsibility)
2. Utilize a computer to keep track of personal achievements in physical activities. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. How does setting goals for physical activities help one to take on personal responsibilities in school work?
2. Why are officials necessary? What would be the result if there were no officials?
3. What are some of the ways you have seen others treat officials?
4. Why is it important to set personal goals?
5. Are you going to work harder for your goals if you write them out rather than just talk about them? Why?

Components of a Physically Literate Individual:

1. Taking personal responsibility for healthy behaviors is a foundation for lifetime wellness.
2. Recognizing that stress is a manageable part of life is important for an individual's emotional development.
3. Recognizing that performing physical activities can help to manage stress is important.





Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Demonstrate knowledge of safe practices in a physical activity setting.

Evidence Outcomes

Students Can:

- a. Explain safety considerations prior to participation in lead-up games.
- b. Demonstrate the safe use of implements.
- c. Differentiate between safe and unsafe participation and environment.
- d. Display safe and responsible behavior while engaging in fitness activities.
- e. Develop with an instructor's help the safety rules for physical education.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Avoid injury when using sports equipment. (Personal Skills: Personal Responsibility)
2. Analyze video clips of people engaging in a physical activity to learn safe and unsafe practices. (Entrepreneurial Skills: Inquiry/Analysis)
3. Recognize that different physical activities have varied safe practices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. If a friend is engaging in unsafe behavior during recess, how would you handle it?
2. How would you explain why the behavior was unsafe?
3. How would your unsafe behavior affect your friends?
4. Why do some sports and games have similar safety practices? Why do some sports and games have different safety practices?

Components of a Physically Literate Individual:

1. Participation in physical activity requires attention to safety.
2. Athletes understand that not following safe practices for sports can lead to serious personal injuries.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills.

Evidence Outcomes

Students Can:

- a. Throw and catch an object demonstrating both accuracy and force.
- b. Punt a ball dropped from the hands at a target.
- c. Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
- d. Volley an object continuously with a partner.
- e. Strike an object consecutively in a competitive or cooperative game.
- f. Demonstrate correct steps and patterns for dance. (e.g., square, folk, modern, contemporary).
- g. Perform a short or long rope jump routine with a partner or small group.
- h. Develop and refine a gymnastics or creative dance sequence, and demonstrate smooth transitions.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate successfully in activities utilizing manipulatives. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Utilize a combination of skills to demonstrate self-expression and creativity. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze the basic locomotor, non-locomotor, and rhythmic shifts of a social dance. (Entrepreneurial Skills: Inquiry/Analysis)
4. Analyze the basic locomotor, non-locomotor, and rhythmic shifts of people playing in a public park. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. Will understanding these skills allow for participation in other activities later in life?
2. How could one perform a jump routine to different types of music?
3. Why does one need to know a variety of dances?
4. What can dance teach one about other sports?
5. How can one create a gymnastics routine without moving from one place to another?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Individuals who are more skillful are more likely to participate in physical activity over a lifetime.
3. The ability to dance can be an advantage in a variety of social situations.
4. Motor skills and movement patterns appear in a wide variety of physical activities.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills.

Evidence Outcomes

Students Can:

- a. Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object.
- b. Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology.
- c. Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Teach family members how to play a game that uses locomotor skills.
(Civic/Interpersonal Skills: Communication)
2. Utilize the internet to study strategies of activities, games, or sports.
(Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. What are some activities that require the combination of skills?
2. How can one create a game that uses different striking skills?
3. How can one get better at a skill without physically practicing?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently will feel comfortable and confident to participate in health-enhancing forms of physical activity throughout life.



Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Understand why feedback can improve performance.

Evidence Outcomes

Students Can:

- a. Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy.
- b. Analyze and correct errors in non-locomotor and locomotor movements.
- c. Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities.
- d. Analyze and demonstrate a variety of social, folk, square, modern, jazz, or creative dance.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze their own and others' movements while playing pick-up sport games such as basketball to develop their own skills. (Personal Skills: Self-Awareness)
2. Exhibit confidence in organizing or joining a variety of games that demonstrates an understanding of offensive and defensive strategies. (Entrepreneurial Skills: Informed Risk Taking)

Inquiry Questions:

1. Which skills can one take from other activities that will allow one to become better in your selected activity?
2. How do offensive strategies improve scoring opportunities?
3. How do defensive strategies help limit scoring opportunities?
4. What are the different tools one can use to analyze performance? What are the advantages of using one tool over another?

Components of a Physically Literate Individual:

1. Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Ongoing analysis and feedback of performance accelerates skill development.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Demonstrate understanding of skill-related components of fitness and how they affect physical performance.

Evidence Outcomes

Students Can:

- a. Identify and demonstrate exercises that are used to develop agility, balance, coordination, power, reaction time, or speed.
- b. Create a plan using the six skill-related components to improve performance in a chosen activity.
- c. Differentiate between health related components and skill related components.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate effectively on a sport team by implementing training methods consistent with the requirements of the activity (Civic/Interpersonal: Collaboration/Teamwork)
2. Identify examples of components of skill-related fitness that are used in outdoor activities such as climbing trees. (Personal Skills: Initiative/Self-Direction)
3. Utilize technology such as a personal computer to monitor an exercise program. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. Which component of skill-related fitness do you like the most?
2. Which component of skill-related fitness is most important, and why?
3. In which component of skill-related fitness are you the strongest? How can you continue to improve in this component? How can you improve in the other components?

Components of a Physically Literate Individual:

1. Knowledge of skill-related components can influence fitness and physical performance.
2. Different physical activities require different combinations of agility, balance, coordination, power, reaction time, and speed.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

2. Set personal goals for improving health-related fitness.

Evidence Outcomes

Students Can:

- a. Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities.
- b. Compare results of fitness testing to personal health status and ability to perform various activities.
- c. Develop short term and long-term fitness goals.
- d. Compare individual physical fitness goals with research-based standards for good health.
- e. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition.
- f. Accurately take a pulse at rest and during exercise.
- g. Identify the components of the FITT principle (frequency, intensity, time, type).

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Record and analyze fitness test results using fitness testing software. (Entrepreneurial Skills: Inquiry/Analysis)
2. Create a chart of all physical activities, listing the amounts of time for each. (Entrepreneurial Skills: Inquiry/Analysis)
3. Utilize the internet to research national standards for good health and compare personal wellness to national trends. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. What is the role of fitness testing in overall wellness?
2. How does physical fitness impact successful participation in a variety of activities?
3. How would you go about improving each component of physical fitness?
4. Why would you want to change the results of your physical assessment?
5. Which component do you need to improve? Want to improve?
6. Why is it important to have flexible muscles?

Components of a Physically Literate Individual:

1. Participation in moderate to vigorous daily activity is important to lifelong health.
2. It is important to choose activities that will enhance wellness.
3. Setting and working toward fitness goals is critical for positive behavior change.
4. Everyone can set personal fitness goals for themselves.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Identify personal activity interests and abilities and take responsibility for individual and team performance.

Evidence Outcomes

Students Can:

- a. Accept responsibility for one's own performance without blaming others.
- b. Respond to winning and losing in socially appropriate ways.
- c. Develop confidence in self and others in a physical activity setting.
- d. Try new activities and connect hard work and practice to success.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Cope with adversity in a healthy manner such as talking with a parent about a problem. (Personal Skills: Personal Responsibility)
2. Utilize a social networking website to congratulate an opponent after competition. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Why do professional athletes sometimes blame others for their performance?
2. Why do fans get so upset when their favorite team loses a big game, such as the Super Bowl or NBA Championship?
3. What is the difference between being confident and being arrogant?
4. What can losing a game or activity allow one to learn that winning can't?
5. Why do teams sometimes shake hands with the opposition after competing?

Components of a Physically Literate Individual:

1. Participation in physical activity promotes positive emotional well-being.
2. Winning is not the most important thing in playing sports.
3. Losing can be an opportunity to learn.
4. How one behaves when one wins or loses influences people's perception of him or her.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

2. Work cooperatively and productively in a group.

Evidence Outcomes

Students Can:

- a. Establish and accomplish goals in both cooperative and competitive activities.
- b. Identify and define the role of each participant in a group physical activity.
- c. Analyze possible solutions to a problem in a group physical activity, and come to a consensus on the best solution.
- d. Demonstrate the ability to resolve conflicts with peers.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify and utilize the strengths of group members in a work setting. (Civic/Interpersonal Skills: Collaboration)
2. Create a video demonstrating conflict resolution through role play. (Entrepreneurial Skills: Creativity/Innovation)
3. Determine the best path up a climbing wall while visiting a rock climbing gym with friends. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. What might one do to interact with a friend who refuses to participate in a group problem-solving activity?
2. How might one include a friend with a disability into the activity?
3. Do cooperative and competitive activities have similar or different goals?
4. How might one recommend resolving a dispute between two peers in a game?

Components of a Physically Literate Individual:

1. Participation in competitive sports and games requires cooperation.
2. Cooperation between teammates is important for solving complex problems.
3. Cooperation in physical activities prepares individuals to learn how to cooperate in other activities.





Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Implement safety procedures in the utilization of space and equipment.

Evidence Outcomes

Students Can:

- a. Identify and participate in safe warm-up and cool-down activities.
- b. Review components of safe participation and what constitutes a safe environment.
- c. Follow the rules of activities to maintain safe playing conditions.
- d. Describe safe and unsafe practices for a variety of physical activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate safely in a variety of physical activities. (Personal Skills: Personal Responsibility)
2. Utilizing a computer, individuals create a safety information sheet for a favorite physical activity. (Entrepreneurial Skills: Creativity/Innovation)
3. Learn safe practices for a variety of outdoor activities. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. How will a proper warm-up and cool-down decrease injury risk?
2. What are ways to avoid injury in basketball? In softball or baseball? In soccer?

Components of a Physically Literate Individual:

1. Participating in a variety of physical activities requires attention to safety.





Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate beginning skills for a variety of activities, games, and sports.

Evidence Outcomes

Students Can:

- a. Volley an object repeatedly with a partner.
- b. Strike a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.
- c. Strike an object consistently, using a body part and an implement so that the object travels in the intended direction at the desired height.
- d. Dribble and pass a ball to a partner while being guarded.
- e. Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- f. Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- g. Combine motor skills to play a lead-up or modified game.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate successfully in a variety of activities, games, and sports.
(Entrepreneurial Skills: Informed Risk Taking)
2. Create a game that utilizes levels, speeds, directions, and pathways.
(Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. Why are speed and accuracy important?
2. Why is it important to learn fundamental skills before advanced skills?
3. Which is more important to master first, accuracy or speed? Why?
4. How does one increase accuracy in a skill?
5. What are some sports that require more skill and strategy than others?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. A strong foundation in physical education prepares an individual for a lifetime of successful participation in physical activity.
3. Activities, games, and sports require a variety of skills and strategies to be successful.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

2. Participate in activities that require problem-solving, cooperation, and team-building.

Evidence Outcomes

Students Can:

- a. Participate in initiative and cooperative activities.
- b. Cooperate with a small group of classmates during activities, game play or team-building activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in team-building activities to enhance group cohesion. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Utilize problem-solving skills to overcome a physical challenge at home such as moving furniture safely without damage. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Cooperate in a variety of physical tasks at home such as painting a house. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. What activities require problem-solving, cooperation, and team-building? Why?
2. Is cooperation or competition more important? Why?
3. Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other?
4. Why is team-building important?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Physical education settings provide a problem-solving arena, with the problem able to be increased or decreased by changing a number of factors such as the number of participants, level of competition, and number of rules for activity.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Demonstrate beginning strategies for a variety of activities, games, or sports.

Evidence Outcomes

Students Can:

- a. Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercept an object.
- b. Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology.
- c. Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Teach family members how to play a game that uses locomotor skills.
(Civic/Interpersonal Skills: Communication)
2. Utilize the internet to study strategies of activities, games, or sports.
(Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1. How can aspects of movement contribute to the successful outcomes of physical activity?
2. When would the use of video feedback be more useful for learning a skill than feedback from a peer or teacher?
3. What strategies could one use to improve performance?
4. What strategies works best for you in improving performance? Why?

Components of a Physically Literate Individual:

1. Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Technology can be used as a tool to improve physical performance. For example, pulse monitors maximize performance.
3. The implementation of strategies is beneficial for all players to be successful in game situations.



Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Understand and apply basic principles of training to improving physical fitness.

Evidence Outcomes

Students Can:

- Correctly differentiate the body's response to physical activities of various exercise intensities.
- Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices.
- Explain why dehydration impairs temperature regulation and physical and mental performance.
- Determine an appropriate cardiovascular training zone.
- Perform flexibility exercises that will stretch particular muscles area for given physical activities.
- Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components.
- Engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day.
- Accurately identify activities that are aerobic and anaerobic.
- Determine the intensity of personal physical activity using the concept of perceived exertion.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Create and implement a fitness plan that reflects current best practices about fitness. (Entrepreneurial Skills: Creativity/Innovation)
- Utilize a heart rate monitor such as a clock or watch to measure intensity of activity and determine whether or not the intensity of their activity is appropriate. (Personal Skills: Self-Awareness)

- Participate safely in a training program. For example, parents sign up their children for YMCA or community center classes. (Civic/Interpersonal Skills: Civic Engagement)
- Create a graph, plotting resting and exercise heart rates over an established period of time. (Entrepreneurial Skills: Inquiry/Analysis)
- Communicate with family members on ways they can become more physically active together. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

- Which are more important, short-term goals or long-term goals? Why?
- What are all of the different ways that one can determine the intensity of an activity?
- How are your physical activity habits similar to or different from the other members of your family? Why are they similar or different? Who in your family benefits the most from their activities?
- What would a comprehensive, one-month fitness calendar include? How would this calendar change depending on the weather and available equipment?

Components of a Physically Literate Individual:

- Knowledge of training principles is critical for developing an effective health-related fitness plan.
- Physical activity has health and fitness benefits for all ages.
- Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

2. Recognize how health-related and skill-related fitness components contribute to a health-enhancing lifestyle that embraces physical fitness.

Evidence Outcomes

Students Can:

- a. Monitor the intensity of one's heart rate during physical activity.
- b. Identify target heart rate.
- c. Explain how the six skill-related fitness components (agility, balance, eye-hand coordination, power, speed, reaction time) affect ability to enhance participation in activities.
- d. Distinguish between health-related and skill-related fitness.
- e. Identify activities that utilize enhanced skill-related components of fitness.
- f. Compare results of fitness testing with research-based standards for self-improvement.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Self-assess fitness levels in order to make and implement a personal wellness plan. (Personal Skills: Self-Awareness)
2. Utilize a heart rate monitor to keep activity within the recommended intensity level. (Personal Skills: Perseverance/Resilience)
3. Compare the heart rates of family members during physical activities. (Entrepreneurial Skills: Inquiry/Analysis)
4. Self-assess fitness levels in order to set short term and long-term goals. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Why can a peer of the same age and same size have a completely different pace during a cardiovascular activity?
2. Why is the concept of pace so important during both aerobic and anaerobic activities?
3. If you wanted to improve your cardiovascular endurance, what would your training look like?
4. What is your optimum heart rate for improving your cardiovascular endurance? How can you check and monitor this?
5. In which skill-related fitness component are you the strongest? How can you continue to improve in this component? How can you improve in other components?

Components of a Physically Literate Individual:

1. Cardio-respiratory endurance is extremely important for the prevention of heart disease.
2. Health-enhancing lifestyles require basic knowledge and an understanding of skill-related and health-related components.
3. Combinations of skill-related components and health-related components are needed to participate in a variety of physical activities.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness.

Evidence Outcomes

Students Can:

- a. Set age-appropriate fitness goals.
- b. Strive to attain fitness goals through participation in physical activity of individual choosing.
- c. Identify where individuals can engage in regular physical activity to meet their personal fitness goals.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Establish physical activity goals relevant to a selected component of fitness such as deciding how many push-ups to do once a week. (Personal Skills: Perseverance/Resilience)
2. Utilize technology to document and record progress toward fitness goals such as tracking progress with a computer or keeping a journal. (Entrepreneurial Skills: Inquiry/Analysis)
3. Recognize that there are physical activities available to people of all ages in their community. (Civic/Interpersonal Skills: Collaboration/Teamwork)
4. Distinguish opportunities in school and at home that enhance physical activity and fitness. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Why should people of different ages have different fitness goals?
2. How does an individual demonstrate taking responsibility for his or her own physical fitness?
3. What muscular strength and endurance invention has made the most impact on people's fitness?
4. What five muscular strength and endurance activities would you do to become physically fit? Would your choices stay the same in order to maintain your fitness level?

Components of a Physically Literate Individual:

1. An individual's success in and enjoyment of physical activity choices are affected by changes in geographical and community setting, lifestyles, friends, and age.
2. Living a healthy lifestyle contributes to a positive self-awareness, fewer illnesses, and more opportunities to be active.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.

Evidence Outcomes

Students Can:

- a. Evaluate individual responsibility in group efforts.
- b. Accept differences among classmates in physical development, maturation and varying skill levels.
- c. Participate in activities that address diversity with individuals of various skill levels.
- d. Exhibit responsible social behavior by cooperating with classmates, demonstrating inclusive behaviors.
- e. Acknowledge and accommodate individual differences in others' physical abilities in small-group activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Collaborate with others from a variety of cultural backgrounds in community sports leagues. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Acknowledge that others have different levels of skills and physical abilities. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. Why might it be difficult to be the smallest person in class? The largest?
2. What variety of modifications could be made in a game of basketball, volleyball, or other game to include others of beginning to advanced skills on the same team?
3. Why is it important to encourage participation in physical activities regardless of skill level?
4. What are ways to include others who are physically unable to participate due to a disability?

Components of a Physically Literate Individual:

1. Physical activity experiences are enriched by the diversity of the participants.
2. Individuals of different physical skill levels can make a contribution to a group activity.
3. All participants in a group activity can make a contribution and have responsibilities.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

2. Choose to participate cooperatively and productively in group and individual physical activities.

Evidence Outcomes

Students Can:

- a. Help others with physical activity challenges.
- b. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- c. Officiate an activity, game, or sport.
- d. Demonstrate conflict resolution behavior in socially appropriate ways.
- e. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.
- f. Problem-solve with a small group of classmates during adventure activities, game play or team-building activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Solve problems or help to negotiate a conflict among friends.
(Entrepreneurial: Critical Thinking/Problem Solving)
2. Interact with people such as officials, teachers, and coaches who are in leadership roles in a sport or game setting. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. How might one interact with a friend who dominates the discussion in a cooperative problem-solving activity?
2. What are ways to include others who are physically unable to participate due to an injury?
3. Does your view of talking to officials change when you are an official yourself?
4. Why is resolving conflicts more important than winning a game?

Components of a Physically Literate Individual:

1. Successful participation in physical activity requires communication and cooperation.
2. Individuals with different opinions and physical skill levels can participate and contribute to activities.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury.

Evidence Outcomes

Students Can:

- a. Identify proper safety equipment for various physical activities.
- b. Describe and demonstrate the correct form to push, pull, and lift heavy objects.
- c. Identify appropriate footwear and sport-related gear/clothing for safe participation in various activities.
- d. Create a list or poster that describes safety rules while participating in physical activities, with or without the help of an instructor.
- e. List the benefits and risks of following and not following safety rules associated with physical activity.
- f. Use physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Prevent lower-back injuries by lifting heavy objects using proper form. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Select proper footwear at a store for when they participate in physical activity. For example, they might buy basketball shoes versus cleats. (Personal Skills: Personal Responsibility)
3. Utilize technology to create a poster about safety. (Civic/Interpersonal Skills: Communication)
4. Assess the equipment in a sporting good store and determine its safety benefits. (Entrepreneurial Skills: Inquiry/Analysis)
5. Research safety rules for a sport on the internet. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. What is a possible risk of not following rules?
2. When and for which activities should helmets be mandatory, and when should they be optional?
3. How should people lift heavy objects?
4. What would be your number-one safety rule? Why?
5. Why do football players need to wear a lot of protective gear, and basketball players don't?

Components of a Physically Literate Individual:

1. Injuries can be prevented through the use of proper movement technique.
2. Clothing and footwear are important considerations for safe participation in physical activity.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Combine the critical elements of movement and skills concepts.

Evidence Outcomes

Students Can:

- a. Design and perform movement sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow.
- b. Cooperate with another student to create, develop, and refine movement routines based on a theme.
- c. Create a game, movement, dance, or sport with a group.
- d. Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing, catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying.
- e. Analyze movement patterns, and correct errors.
- f. Use principles from motor learning to establish, monitor, and meet goals for motor skill development.
- g. Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify the key elements used to perform movement patterns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Compare movement patterns of a sport with the movement patterns of everyday life. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. Why do some physical activities require more complex movements than others?
2. How does one determine what the goal is when creating a game, movement, dance, or sport with a group?
3. What are some activities and sports in which balance and body rotation are integral for success?
4. When would it be most effective to learn a skill in parts?

Components of a Physically Literate Individual:

1. There are similarities in movements and skill mechanics between different sports or activities.
2. Individuals who learn to move safely, effectively, efficiently, and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
4. Knowledge of critical elements for a variety of skills encourages connections and application of those elements when learning a new sport or activity.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Demonstrate beginning offensive and defensive strategies for individual and team physical activities and sports.

Evidence Outcomes

Students Can:

- a. Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- b. Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, and teach it to another person.
- c. Reduce open space by using locomotor movements in combination with movement concepts.
- d. Reduce open space on defense by staying close to the opponent as he/she nears the goal.
- e. Use a variety of passes, pivots and fakes; give and go to create open space.
- f. Select an effective defensive play based on the situation.
- g. Transition from offense to defense or defense to offense quickly.
- h. Create open space in net or wall games by varying force and directions and by moving opponent from side to side.
- i. Select an offensive shot based on an opponent's location.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand how to modify or create a game/activity and adjust strategies as needed. (Personal Skills: Adaptability/Flexibility)
2. Apply and adapt offensive and defensive strategies to real-life physical activities and sports. (Entrepreneurial Skills: Inquiry/Analysis)
3. Transfer knowledge of offensive and defensive strategies between a variety of physical activities and sports. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. Why is it important to use a variety of offensive strategies in individual and/or team physical activities and sports?
2. Why is it important to use a variety of defensive strategies in individual and/or team physical activities and sports?
3. Explain the benefits of creating open space.
4. Rationalize the importance of being able to transition quickly.
5. How does knowing an opponent's positioning influence offensive or defensive strategy?

Components of a Physically Literate Individual:

1. Individuals who have an understanding of basic offensive and defensive strategies and can apply them in different physical activities and sport settings effectively, will more likely experience success and will want to continue to participate in physical activities or sports for a lifetime.
2. Knowing different offensive and defensive strategies and the benefits of each one, can contribute to making a more decisive, competent, and confident decision in real-life game play situations.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Understand and apply principles of physical fitness to create a personal fitness plan and set personal physical fitness goals.

Evidence Outcomes

Students Can:

- a. Explain the principles of physical fitness (S.P.O.R.T.); Specificity, progression, overload, reversibility, and tedium.
- b. Incorporate the F.I.T.T. Principle into a fitness plan.
- c. Create an individual physical activity portfolio.
- d. Identify elements that comprise an age-appropriate fitness plan, according to an individual's age, level of fitness and goals.
- e. Identify and incorporate self-selected activities that are enjoyable into one's personal fitness plan.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Utilize technology/apps to record and monitor their portfolio and fitness goals. (Entrepreneurial Skills: Inquiry/Analysis)
2. Utilize the internet to find activities that will help them reach and maintain their fitness goals. (Personal Skills: Perseverance/Resilience)

Inquiry Questions:

1. What are the benefits of having a personalized fitness plan?
2. Why is it important to find lifetime activities that you enjoy doing on a regular basis?
3. How can a SMART Goal and the F.I.T.T. principle coincide to make a successful fitness plan?

Components of a Physically Literate Individual:

1. Setting fitness goals is a critical component to maintaining a healthy lifestyle.



Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

2. Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities.

Evidence Outcomes

Students Can:

- a. Maintain involvement in a physical activity, twice a week, outside physical education class.
- b. Engage in a variety of strength and endurance fitness activities.
- c. Participate in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.
- d. Identify moderate to vigorous muscle and bone strengthening physical activities.
- e. Develop and describe short-term and long-term fitness goals as they relate to improving health-related or skill-related components.
- f. Design a warm-up and cool-down regime for a self-selected physical activity.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. What is the difference between dynamic and static stretches?
2. How does exercise and nutrition affect weight management?
3. Why is overall physical fitness separated into two different categories (health vs. skill)?

Components of a Physically Literate Individual:

1. By demonstrating competency in fitness knowledge and skills, one will feel confident and competent in engaging in a variety of lifetime physical activities of his or her choosing.
2. Demonstrating the ability to properly warm-up and cool-down will minimize the risk of injury.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Demonstrate inclusiveness in and out of classroom settings.

Evidence Outcomes

Students Can:

- a. Seek out participation with, and show respect for, a peer with varying skill ability in a variety of physical activities.
- b. Participate in group cooperation games and adventure activities to encourage team-building and fun.
- c. Make suggestions to the instructor on how to modify a game to allow all members with varying skill abilities to participate.
- d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recognize and utilize the talents of others when solving a problem. (Civic/Interpersonal: Collaboration/Teamwork)
2. Recognize that others of varying physical skill levels can contribute to a group activity. (Civic/Interpersonal: Collaboration/Teamwork)
3. Appreciate that physical activities can be useful tools for getting to know other people. For example, community sports leagues are used for social networking. (Civic/Interpersonal: Civic Engagement)

Inquiry Questions:

1. Are some physical activities better for getting people to interact with each other? Which ones?
2. What is the value of team-building activities? How can what is learned in team-building activities be applied to other settings?
3. How could schools support a physically active environment outside of physical education classes?
4. Why is it important to learn to cooperate with many types of individuals from diverse backgrounds?
5. When would an individual participate in a cooperative activity outside of physical education?

Components of a Physically Literate Individual:

1. Physical activities are for people of all abilities.
2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.





Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation.

Evidence Outcomes

Students Can:

- Describe proper warm-up and cool-down procedures for a chosen activity (e.g., create a report, bulletin board, or poster).
- Identify proper warm-up and cool-down techniques.
- Explain that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries.
- Identify safety rules for the activity and area being used.
- Independently use physical activity and exercise equipment appropriately and safely.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Communicate with family members about how to participate safely in a physical activity. (Civic/Interpersonal: Communication)
- Demonstrate proper warm-up and cool-down techniques at home. (Personal: Personal Responsibility)
- Practice warming up when participating in a variety of physical activities. (Personal: Initiative/Self-Direction)

Inquiry Questions:

- Does the time of year matter when cooling down after exercising?
- Which warm-up activities are the most effective in preparing the body for movement?
- Why is it important to be able to identify safety rules on your own?
- Do different sports require more or less warming up than other sports?

Components of a Physically Literate Individual:

- Safe participation in physical activity requires an individual to manage risks.
- Warm-up and cool-down activities are important for safe participation in physical activity.



Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Demonstrate competency in a variety of motor skills and movement patterns.

Evidence Outcomes

Students Can:

- a. Use a variety of motor skill patterns to create a movement sequence.
- b. Create and perform a timed routine using rotational, balancing, and supporting skills.
- c. Create, develop, and refine movement sequence based on self-generated themes and self-selected music.
- d. Integrate information from other subject matter into a movement activity or routine.
- e. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- f. Analyze motor skills and movement patterns through a variety of skill assessments.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Engage in activities such as social dances that require the integration of skills and knowledge in their social life. (Entrepreneurial Skills: Informed Risk Taking)
2. Recognize that the principles of locomotion provide the basics for new skill acquisition. (Personal Skills: Perseverance/Resilience)
3. Select activities and sports in which they choose to participate as their interests change over their lifetime. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Which sport would be easiest or hardest to integrate into a movement routine, and why?
2. What are activities and sports in which balance and body rotation are integral for success?
3. Under which conditions could the transfer of skills be detrimental?
4. How can skill assessments be used to help analyze motor skills and movement patterns?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Knowing and understanding concepts of movement and skill mechanics can improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Understand and apply game strategies to physical activities and sports.

Evidence Outcomes

Students Can:

- a. Diagram and demonstrate basic offensive, defensive skills and strategies in games and sports.
- b. Apply locomotor, non-locomotor, and manipulative skills to games and sports.
- c. Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games.
- d. Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Apply game strategies while participating in a wide range of sports and games in community-organized sports leagues. (Civic/Interpersonal Skills: Civic Engagement)
2. Implement effective offensive, defensive, and cooperative strategies to be successful in game situations. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Recognize that game strategy can increase enjoyment and participation in a range of activities. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Is it better to have a strong offense or a strong defense? Why?
2. As a defense, how does one decide where to force the offense to move with the ball in an invasion game? How does one decide (group decision-making), why does one decide (reading game strategy), and what does one decide (making game strategy)?
3. To what extent does strategy influence performance in competitive games and activities?
4. What would a game without a scoring system look like?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. A strong foundation in physical education prepares an individual for a lifetime of physical activity.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Identify areas for growth and design personal goals utilizing assessment and program planning concepts.

Evidence Outcomes

Students Can:

- a. Plan and implement an extended personal physical fitness plan in collaboration with an instructor utilizing assessment data.
- b. Design and implement a program of remediation for three areas of weakness based on the results of health-related fitness assessments.
- c. Design and implement a program to improve levels of health-related fitness.
- d. Maintain a physical activity for at least two weeks and reflect on activity levels as documented in the log.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify sports or professions that utilize assessment data to improve an athlete's performance. (Entrepreneurial Skills: Inquiry/Analysis)
2. Utilize technology such as computer spreadsheets to record activity goals, and monitor progress toward those goals. (Personal Skills: Perseverance/Resilience)

Inquiry Questions:

1. What are the benefits to analyzing an individual's fitness assessment data?
2. Why are fitness plans not "one size fits all"?
3. Why is it important for an individual to identify areas of growth?

Components of a Physically Literate Individual:

1. Being able to use fitness assessment data allows for individuals to set realistic goals.
2. Fitness assessment data can be used to determine areas of growth for an individual.





Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

2. Identify preferences for lifetime physical activity.

Evidence Outcomes

Students Can:

- a. Participate in a variety of recreational activities appropriate to a geographical area.
- b. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength).

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Choose physical activities that are appropriate for a home environment, such as stretching or jogging. (Personal Skills: Self-Awareness)
2. Utilize the internet to learn about the health benefits of physical activities appropriate to their area such as mountain biking, rock climbing, skiing, or hiking. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. What recreational activities do you and your family participate in weekly, and where do you go to participate?
2. What is your favorite adventure sport?

Components of a Physically Literate Individual:

1. Physical activity choices have a positive effect on the individual's overall health.
2. Being aware of personal strengths, individual needs, and specific health risks is essential for safely starting a new physical activity.
3. A variety of physical activities can be performed in any geographical area.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.

Evidence Outcomes

Students Can:

- a. Acknowledge the performance of others, regardless of the outcome.
- b. Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture.
- c. Practice conflict management and listening skills in a competitive atmosphere.
- d. Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Appreciate the diversity of physical activity experiences in the broader community such as visiting a park and seeing the variety of people engaged in physical activities. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. Why do some attendees at sporting events behave so badly?
2. What constitutes healthy competition?
3. What might one do if someone were being bullied because he or she showed poor physical fitness skills?
4. If peer pressure were nonexistent, how would you determine your choices of physical activity?
5. How might one peacefully resolve a dispute between friends? Between people who are not friends?

Components of a Physically Literate Individual:

1. Physical education can help individuals from different backgrounds to work together successfully.
2. Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.
3. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Apply rules, procedures, and safe practices to create a safe school environment with no reinforcement.

Evidence Outcomes

Students Can:

- a. Maintain safety within personal space while using physical activity and fitness equipment.
- b. Follow safety rules in the gymnasium and in other physical activity settings.
- c. Make appropriate decisions to ensure the safety of self and others during outdoor activities.
- d. Independently use fitness equipment appropriately.
- e. Identify specific safety issues associated with all physical activities.
- f. Identify and demonstrate best practices for safe participation in all physical activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify good and bad safety practices while watching a sports/fitness video. (Entrepreneurial Skills: Inquiry/Analysis)
2. Demonstrate proper/safe usage of fitness equipment. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. Why don't you want to be outdoors when lightning is in the area?
2. Why is it important to check the integrity of equipment on a regular basis?
3. How does quality equipment effect a safe school environment?

Components of a Physically Literate Individual:

1. Understanding and applying knowledge of safety will help prevent injuries and make physical activities more enjoyable for all involved.





Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level Expectation:

1. Engage in a variety of lifelong physical activities at a competent level.

Evidence Outcomes

Students Can:

- a. Combine and apply movement patterns from simple to complex to participate successfully in activities such as aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong sports and games. (Level 1)
- b. Explain and demonstrate offensive, defensive and transitional strategies in lifelong sports and games. (Level 1)
- c. Identify muscles in the body and how they relate to a variety of physical activity and human movement. (Level 1)
- d. Explain and apply the skill-related components that enhance performance levels in activities such as; aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games. (Level 2)
- e. Explain and demonstrate training practices that have the greatest impact on improvement of skill acquisition and performance in a variety of lifelong activities. (Level 2)

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate successfully in a wide range of physical activities over the course of an education, with the aim that such participation will continue through a student's lifetime. (Personal Skills: Initiative/Self-Direction)
2. Improved performance in a specific skill provides a foundation for the transfer of skills in a variety of sports and activities. (Entrepreneurial Skills: Informed Risk Taking)

Inquiry Questions:

1. How do skill-related components of fitness relate to success in lifelong activities?
2. Which lifelong physical activities do you think you'll be participating in throughout your lifespan? Why?
3. How can participating in lifelong activities impact your personal, career, and social life?
4. How could advance knowledge of offensive and defensive (game) strategy help you in other opportunities in life?

Components of a Physically Literate Individual:

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. A strong foundation in physical education prepares an individual for a lifetime of physical activity.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

2. Recognize how movement concepts affect brain development.

Evidence Outcomes

Students Can:

- a. Analyze multiple movement patterns and their effects on the brain, such as; cross-lateral and midline movement patterns. (Level 1)
- b. Describe how exercise enhances brain development and academic success. (Level 1)
- c. Identify and evaluate personal physiological responses to physical activity (e.g., anxiety, stress, etc.). (Level 2)

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participation in activities that include rhythm, music, patterns, and cross-lateral movements enhance self-expression in social settings. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Recognize the effect that stress and anxiety can have on physical performance. Students can take steps to control stress and anxiety, in their lives. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. How can movement facilitate or enhance learning in other disciplines?
2. How can one become more mentally prepared for competition and performance?
3. When is anxiety helpful, and when is it harmful in a competitive situation?
4. How does knowledge about movement and its effects on the brain help you in your future endeavors?

Components of a Physically Literate Individual:

1. Exercise is important for a healthy brain.
2. The important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.





Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Grade Level Expectation:

3. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings.

Evidence Outcomes

Students Can:

- a. Apply rules, protocols, and procedures to enhance game settings and maintain an organized game environment. (Level 1)
- b. Analyze principles, utilize problem-solving skills and provide feedback to support peers in activities. (Level 1)
- c. Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities. (Level 2)

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Coaches and referees have a higher understanding of game strategy and the capacity to apply critical thinking skills. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Learning and applying rules and protocols are vital to future work settings and career paths. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. What techniques can be employed to maintain motivation within a game setting as a peer coach or teammate?
2. How does an individual use strengths and weaknesses to create a plan for improvement?
3. How does knowing the rules, protocols, and procedures enhance an activity?

Components of a Physically Literate Individual:

1. Applying rules, protocols and procedures increases the chance of participation in a variety of traditional and non-traditional movement settings.
2. The ability to provide and receive feedback is an essential skill for students to use and apply in various settings throughout their life.





Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level Expectation:

1. Develop, implement and monitor an individual health and fitness plan by establishing goals based on fitness assessment data.

Evidence Outcomes

Students Can:

- a. Develop a physical fitness plan that enhances personal health and wellness while making connections to FITT formula and Principles of Training (S.P.O.R.T.). (Level 1)
- b. Analyze a skill or concept and apply knowledge of the skill-related components of fitness to improve performance. (Level 1)
- c. Create a food diary and analyze the nutritional impact in relation to personal fitness goals. (Level 1)
- d. Participate in a variety of self-selected physical activities, and consider the value of each as it relates to personal fitness goals. (Level 1)
- e. Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals. This includes monitoring personal levels of fitness within each of the five health-related fitness components. (Level 1)
- f. Evaluate individual measures of physical fitness in relationship to patterns of physical activity. (Level 1)
- g. Identify muscle groups needed to aid in the design of a personal fitness plan. (Level 1)
- h. Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria. (Level 2)
- i. Apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. (Level 2)
- j. Create, analyze and monitor a fitness plan personalized for a peer. (Level 2)

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Investigate the economic impact of leading a healthy lifestyle. (Entrepreneurial Skills: Inquiry/Analysis)
2. Use health-related fitness technology to compare fitness performance over several years. (Professional Skills: Use Information and Communications Technologies)
3. Research a physical fitness plan that integrates functional fitness activities to pursue life-long wellness. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. When one experiences a plateau in results in his or her fitness plan, what changes could be made to continue improvement?
2. How does one know that a fitness plan is effective?
3. How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?
4. How do the health-related components of fitness relate to success in lifelong activities?
5. How could one modify their personal fitness plan to address physical activity opportunities outside of the school day?

Components of a Physically Literate Individual:

1. Continually reassess fitness levels in order to establish and work toward meaningful goals.
2. Regular assessment of physical activity is important for physical well-being.
3. Be personally responsible for and monitor one's own physical fitness levels and goals.



Prepared Graduates:

4. Participate in and understand the benefits of regular physical activity.

Grade Level Expectation:

2. Examine resources to maintain lifelong health and wellness.

Evidence Outcomes

Students Can:

- a. Research and identify physical activity and fitness opportunities in the community. (Level 1)
- b. Explain the requirements involved with participation in a variety of physical activities, such as; cost, transportation, facilities. (Level 1)
- c. Monitor physical activity through the use of fitness-based technology such as, pedometers, heart-rate monitors, and other fitness devices. (Level 1)
- d. Explain the benefits of participation in a variety of physical activities and their connections to lifelong wellness. (Level 1)
- e. Research and evaluate wise consumer choices about equipment and programs needed to successfully participate in a wide range of physical activities. (Level 2)
- f. Compare and contrast available fitness technologies and nutrition-based applications (apps) and the effectiveness of their use. (Level 2)

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Access resources for physical activity participation throughout a lifetime such as public gyms, parks, and swimming pools. (Professional Skills: Information Literacy)
2. Select activity-based equipment, and conduct research and analysis of brands and cost. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Compare the cost of participating in an outdoor adventure sport such as mountain biking and a community-organized sport such as basketball. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. What would be the benefits for employers to pay for memberships to fitness clubs?
2. How do TV commercials and other fitness advertisements try to influence one to buy certain products?
3. How does one decide on quality fitness facilities, equipment, and activities?
4. If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost?
5. If you lived in a social sphere with absolutely no fitness resources such as facilities, modern equipment, or the internet, what would you do to reach and maintain optimal levels of health and fitness?
6. How should physical activity be prioritized between work and school?
7. What are the strengths and weaknesses of your community in regard to accessing a variety of physical activity opportunities?

Components of a Physically Literate Individual:

1. Participating in a variety of physical activities improves quality of life now and in the future.
2. Regular participation in physical activity requires access to opportunities in the wider community.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
4. The use of technology encourages responsibility and self-monitoring of personal fitness and nutritional goals.



Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

1. Demonstrate collaboration, cooperation, and leadership skills.

Evidence Outcomes

Students Can:

- a. Contribute to group success through a variety of noncompetitive roles.
- b. Identify and utilize the potential strengths of each individual within a group setting.
- c. Positively influence the behavior of others in physical activity settings.
- d. Evaluate the role of cooperation and positive interactions with others when participating in a variety of settings.
- e. Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- f. Implement cooperative learning strategies to achieve group goals.
- g. Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants.
- h. Compare and contrast different leadership skills required in a variety of physical activities such as, outdoor education, adventure activities, and weight training.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate effectively in groups across a variety of settings such as recreational activities. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Individuals work effectively with a wide range of personality types in a job setting. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. Is it more important to have the most-skilled players on a team, or to have a team that demonstrates teamwork? Which has more influence on the outcome of a game?
2. How do you choose to lead or follow in group settings?
3. When performing in a team-based environment, what barriers did you encounter and how could you overcome them?
4. What are some things one could do to show appreciation of opponents?

Components of a Physically Literate Individual:

1. Participation in lifetime activities requires cooperation and leadership skills.
2. Character can be developed and supported through individual and group activities, influence of positive role models, and involvement in community service and activities.
3. Individuals can develop positive behavior patterns if they take personal responsibility for their actions.
4. Cooperation can help to solve difficult problems in groups or teams.
5. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.





Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level Expectation:

2. Demonstrate responsible behavior in group settings.

Evidence Outcomes

Students Can:

- a. Initiate responsible behavior, and function independently and cooperatively.
- b. Display empathy toward others.
- c. Accept the diversity and individual differences of participants in physical activity.
- d. Accept the roles of group members within the structure of a game or activity.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate as both a leader and a group member in a variety of settings, such as recreational activities. (Personal Skills: Self-Awareness)
2. React to negative events in healthy ways. (Personal Skills: Personal Responsibility)
3. Accepting all individuals and their diversity allows for a positive work environment. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How might one help a teammate with poor physical skills to be a team contributor?
2. What might one do if he or she were assigned to a team with peers whom he or she doesn't like?
3. How might one respond if friends didn't want him or her on their team?
4. How might one try to make a new team member feel welcomed to the team?
5. How would a team look if all teammates' behavior were the same?

Components of a Physically Literate Individual:

1. Respect for differences can enhance group performance.
2. The development of self-esteem, resiliency, tolerance, and coping skills supports social and emotional health.
3. Individuals with different levels of physical skill can make a contribution to a group activity.
4. Physical activities can be useful tools for getting to know other people.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

1. Understand the risks and safety factors that may affect participation in physical activity.

Evidence Outcomes

Students Can:

- a. Describe and demonstrate the correct use of safety equipment for a variety of physical activities.
- b. Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities.
- c. Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- d. Inspect equipment and facilities for safety hazards prior to participation.
- e. Explain strategies for the prevention of injuries when engaging in physical activity.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate safely in lifetime physical activities. (Personal Skills: Self-Awareness)
2. Identify proper safety equipment for different physical activities. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. Before participating in a physical activity, what safety concerns should one be aware of?
2. Why is risk a positive aspect of physical activity?

Components of a Physically Literate Individual:

1. Participation in physical activity requires attention to safety.
2. Participation in physical activity often involves controlled risk.



Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

2. Demonstrate knowledge of safety and emergency response procedures.

Evidence Outcomes

Students Can:

- a. Demonstrate knowledge in one or more of the following areas: basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators (AEDs).
- b. Describe emergency procedures for a physical education setting.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Assist in efforts to help someone in case of an accident or emergency. (Civic/Interpersonal Skills: Character)
2. Utilize essential life-saving skills and certifications in both home and career settings. (Professional Skills: Leadership)

Inquiry Questions:

1. If you are not trained in first aid or CPR, how can you be of help in an emergency situation?
2. When did you want to help with an emergency situation, but couldn't? Why or why not?
3. Why is it important to be trained in first aid, CPR, lifeguarding, water safety, and AEDs?

Components of a Physically Literate Individual:

1. Individuals could save a life if given the proper training.
2. Safety and emergency response procedures are not limited to emergency medical technician (EMT) professionals.
3. Understanding safety and emergency response procedures is important to the well-being of the community.

