



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: 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:

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

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:

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

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.