

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.

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.



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.