

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: 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 is necessary in determining the effectiveness of personal goal-setting strategies.



Prepared Graduates:

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

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 provides 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.