



### 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: 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. The physically literate individual who can apply rules, protocols and procedures is more likely to participate 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.