

### 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.