



### Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Level Expectation:

1. Demonstrate the elements of movement in combination with a variety of locomotor skills.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command.
- b. Demonstrate smooth transitions between sequential motor skills such as running into a jump.
- c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
- d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping.
- e. Correctly identify the locomotor, non-locomotor, or manipulative skill in a variety of activities.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Move skillfully under a variety of movement conditions. (Personal Skills: Self-Awareness)
2. Participate skillfully in a variety of games at home that require movement. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. How is walking different from running?
2. What activities require one to change movement skill during the activity?
3. How can one perform a skill without thinking about it?
4. If you could only master one of the locomotor movements, which one would you choose, and why?

#### *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. The different combinations or ways that movement can be performed are virtually limitless.
3. 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.
4. 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 control and balance in traveling and weight-bearing activities using a variety of body parts and implements.

### Evidence Outcomes

#### *Students Can:*

- a. Move to even and uneven beats using various locomotor movements.
- b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll.
- c. Jump rope repeatedly.
- d. Throw, catch, strike, and trap objects while stationary or moving with a partner.
- e. Balance objects on various body parts while in various positions.
- f. Demonstrate static and dynamic balance on lines or low beams and benches.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Participate in a variety of activities with others while maintaining control of the body. (Personal Skills: Self-Awareness)
2. Participate successfully in activities that require balance. (Personal Skills: Self-Awareness)
3. Participate in activities that require movements to even and uneven beats. (Personal Skills: Personal Responsibility)
4. Participate in activities that require throwing and catching with others. (Civic/Interpersonal: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. Why is it important to be able to move in both even and uneven rhythms?
2. What does it mean to have rhythm?
3. What body parts are involved when one jumps rope?

#### *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 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:

3. Use feedback to improve performance.

### Evidence Outcomes

#### *Students Can:*

- a. Use instructor feedback to identify strengths and weaknesses.
- b. Identify modifications to improve performance of a skill or physical movement.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Receive feedback from family or community members to improve performance of a skill when playing games. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

1. When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
2. What are the benefits of instructor feedback?

#### *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. The use of instructor feedback identifies strengths and weaknesses to improve performance.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify healthy habits for personal wellness.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the fuel requirements of the body during physical activity and inactivity.
- b. Identify healthy food choices to fuel the body.
- c. Determine the proper amount of sleep to get every night.
- d. Identify changes in the body during exercise and how that makes you feel.
- e. Identify feelings resulting from challenges, successes, and failures in physical activity.
- f. Describe the role of water as an essential nutrient for the brain and body.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Recognize the relationship between good nutrition and physical activity for being healthy. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Discuss healthy foods with others. (Civic/Interpersonal Skills: Communication)
3. Determine the effects of limited water consumption during physical activity on a hot day. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. What are your favorite healthy snacks?
2. How do you face challenges, overcome failures, and celebrate successes in physical activity?
3. Do you feel better or worse when you get a lot of sleep at night? Why?
4. Why is water essential for the body?

#### *Components of a Physically Literate Individual:*

1. Physical activity affects overall health and fitness.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. Food choices affect overall health and fitness.
4. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral to the development of the whole child.
5. Drinking water is important for physical health and well-being.

### Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Grade Level Expectation:

1. Demonstrate positive and helpful behavior and words toward other students.

### Evidence Outcomes

#### *Students Can:*

- a. Describe how positive social interaction can make physical activity with others more fun.
- b. Participate in a variety of group settings without distracting behavior.
- c. Encourage others by using verbal and nonverbal communication.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Encourage others to exhibit random acts of kindness. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. Why should you be polite when playing in a group physical activity?
2. Why is it important to have good behavior, especially when in a group setting?
3. Is it easier or harder to work with peers to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

#### *Components of a Physically Literate Individual:*

1. Successful participation in physical activity requires cooperation with others.
2. Group physical activities should be fun for everyone participating.



### Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

1. Apply rules, procedures, and safe practices in the classroom.

### Evidence Outcomes

#### *Students Can:*

- a. Maintain safety within personal space while using implements.
- b. Follow safety rules in the gymnasium and on the playground.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Avoid injury while participating in a wide range of physical activities. (Personal Skills: Self-Awareness)
2. Participate in activities outside of school hours. (Civic/Interpersonal Skills: Civic Engagement)
3. Identify safe practices while watching a sport/fitness video. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is a safety rule for running?
2. If you could implement only one safety rule for the gymnasium, what would it be?
3. How are safety rules the same for the playground and gym? How are they different?
4. Why is personal space even more important when you are using implements?
5. What is the proper way to play with a baseball bat?

#### *Components of a Physically Literate Individual:*

1. Paying attention to safety can prevent injuries.
2. Understanding safety rules for games can lead to greater enjoyment when playing them.