



### Prepared Graduates:

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

### Grade Level Expectation:

1. Combine the critical elements of movement and skills concepts.

### Evidence Outcomes

#### *Students Can:*

- a. Design and perform movement sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow.
- b. Cooperate with another student to create, develop, and refine movement routines based on a theme.
- c. Create a game, movement, dance, or sport with a group.
- d. Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing, catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying.
- e. Analyze movement patterns, and correct errors.
- f. Use principles from motor learning to establish, monitor, and meet goals for motor skill development.
- g. Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

### Academic Context and Connections

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

1. Identify the key elements used to perform movement patterns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Compare movement patterns of a sport with the movement patterns of everyday life. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why do some physical activities require more complex movements than others?
2. How does one determine what the goal is when creating a game, movement, dance, or sport with a group?
3. What are some activities and sports in which balance and body rotation are integral for success?
4. When would it be most effective to learn a skill in parts?

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

1. There are similarities in movements and skill mechanics between different sports or activities.
2. Individuals who learn to move safely, effectively, 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.
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. Knowledge of critical elements for a variety of skills encourages connections and application of those elements when learning a new sport or activity.





### Prepared Graduates:

2. Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.

### Grade Level Expectation:

2. Demonstrate beginning offensive and defensive strategies for individual and team physical activities and sports.

### Evidence Outcomes

#### *Students Can:*

- a. Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- b. Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, and teach it to another person.
- c. Reduce open space by using locomotor movements in combination with movement concepts.
- d. Reduce open space on defense by staying close to the opponent as he/she nears the goal.
- e. Use a variety of passes, pivots and fakes; give and go to create open space.
- f. Select an effective defensive play based on the situation.
- g. Transition from offense to defense or defense to offense quickly.
- h. Create open space in net or wall games by varying force and directions and by moving opponent from side to side.
- i. Select an offensive shot based on an opponent's location.

### Academic Context and Connections

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

1. Understand how to modify or create a game/activity and adjust strategies as needed. (Personal Skills: Adaptability/Flexibility)
2. Apply and adapt offensive and defensive strategies to real-life physical activities and sports. (Entrepreneurial Skills: Inquiry/Analysis)
3. Transfer knowledge of offensive and defensive strategies between a variety of physical activities and sports. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. Why is it important to use a variety of offensive strategies in individual and/or team physical activities and sports?
2. Why is it important to use a variety of defensive strategies in individual and/or team physical activities and sports?
3. Explain the benefits of creating open space.
4. Rationalize the importance of being able to transition quickly.
5. How does knowing an opponent's positioning influence offensive or defensive strategy?

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

1. Individuals who have an understanding of basic offensive and defensive strategies and can apply them in different physical activities and sport settings effectively, will more likely experience success and will want to continue to participate in physical activities or sports for a lifetime.
2. Knowing different offensive and defensive strategies and the benefits of each one, can contribute to making a more decisive, competent, and confident decision in real-life game play situations.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Understand and apply principles of physical fitness to create a personal fitness plan and set personal physical fitness goals.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the principles of physical fitness (S.P.O.R.T.); Specificity, progression, overload, reversibility, and tedium.
- b. Incorporate the F.I.T.T. Principle into a fitness plan.
- c. Create an individual physical activity portfolio.
- d. Identify elements that comprise an age-appropriate fitness plan, according to an individual's age, level of fitness and goals.
- e. Identify and incorporate self-selected activities that are enjoyable into one's personal fitness plan.

### Academic Context and Connections

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

1. Utilize technology/apps to record and monitor their portfolio and fitness goals. (Entrepreneurial Skills: Inquiry/Analysis)
2. Utilize the internet to find activities that will help them reach and maintain their fitness goals. (Personal Skills: Perseverance/Resilience)

#### *Inquiry Questions:*

1. What are the benefits of having a personalized fitness plan?
2. Why is it important to find lifetime activities that you enjoy doing on a regular basis?
3. How can a SMART Goal and the F.I.T.T. principle coincide to make a successful fitness plan?

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

1. Setting fitness goals is a critical component to maintaining a healthy lifestyle.

### 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. Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities.

### Evidence Outcomes

#### *Students Can:*

- a. Maintain involvement in a physical activity, twice a week, outside physical education class.
- b. Engage in a variety of strength and endurance fitness activities.
- c. Participate in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.
- d. Identify moderate to vigorous muscle and bone strengthening physical activities.
- e. Develop and describe short-term and long-term fitness goals as they relate to improving health-related or skill-related components.
- f. Design a warm-up and cool-down regime for a self-selected physical activity.

### Academic Context and Connections

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

1. Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. What is the difference between dynamic and static stretches?
2. How does exercise and nutrition affect weight management?
3. Why is overall physical fitness separated into two different categories (health vs. skill)?

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

1. By demonstrating competency in fitness knowledge and skills, one will feel confident and competent in engaging in a variety of lifetime physical activities of his or her choosing.
2. Demonstrating the ability to properly warm-up and cool-down will minimize the risk of injury.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Demonstrate inclusiveness in and out of classroom settings.

### Evidence Outcomes

#### *Students Can:*

- a. Seek out participation with, and show respect for, a peer with varying skill ability in a variety of physical activities.
- b. Participate in group cooperation games and adventure activities to encourage team-building and fun.
- c. Make suggestions to the instructor on how to modify a game to allow all members with varying skill abilities to participate.
- d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds.

### Academic Context and Connections

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

1. Recognize and utilize the talents of others when solving a problem. (Civic/Interpersonal: Collaboration/Teamwork)
2. Recognize that others of varying physical skill levels can contribute to a group activity. (Civic/Interpersonal: Collaboration/Teamwork)
3. Appreciate that physical activities can be useful tools for getting to know other people. For example, community sports leagues are used for social networking. (Civic/Interpersonal: Civic Engagement)

#### *Inquiry Questions:*

1. Are some physical activities better for getting people to interact with each other? Which ones?
2. What is the value of team-building activities? How can what is learned in team-building activities be applied to other settings?
3. How could schools support a physically active environment outside of physical education classes?
4. Why is it important to learn to cooperate with many types of individuals from diverse backgrounds?
5. When would an individual participate in a cooperative activity outside of physical education?

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

1. Physical activities are for people of all abilities.
2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation.

### Evidence Outcomes

#### *Students Can:*

- Describe proper warm-up and cool-down procedures for a chosen activity (e.g., create a report, bulletin board, or poster).
- Identify proper warm-up and cool-down techniques.
- Explain that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries.
- Identify safety rules for the activity and area being used.
- Independently use physical activity and exercise equipment appropriately and safely.

### Academic Context and Connections

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

- Communicate with family members about how to participate safely in a physical activity. (Civic/Interpersonal: Communication)
- Demonstrate proper warm-up and cool-down techniques at home. (Personal: Personal Responsibility)
- Practice warming up when participating in a variety of physical activities. (Personal: Initiative/Self-Direction)

#### *Inquiry Questions:*

- Does the time of year matter when cooling down after exercising?
- Which warm-up activities are the most effective in preparing the body for movement?
- Why is it important to be able to identify safety rules on your own?
- Do different sports require more or less warming up than other sports?

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

- Safe participation in physical activity requires an individual to manage risks.
- Warm-up and cool-down activities are important for safe participation in physical activity.