



### Prepared Graduates:

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

### Grade Level Expectation:

1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives.
- b. Dribble while changing speed and direction.
- c. Demonstrate throwing, catching, striking or trapping in an activity.
- d. Demonstrate skills of chasing, fleeing, and dodging to avoid others.

### Academic Context and Connections

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

1. Move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends. (Personal Skills: Self-Awareness)
2. Participate skillfully in a variety of games that require movement and skills. (Personal Skills: Self-Awareness)
3. Combine locomotor movements in time to music while dancing at home or at a social dance. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. How is dribbling a soccer ball different from dribbling a basketball?
2. Why are some games more enjoyable than others?
3. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
4. Why might your peers enjoy different games than you?

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

1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity.
2. Games and sports have motor patterns that appear in simple combinations.

### Prepared Graduates:

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

### Grade Level Expectation:

2. Perform cross lateral and rhythmic exercises that make a brain-body connection.

### Evidence Outcomes

#### *Students Can:*

- a. Describe, create, and demonstrate movements that require crossing the midline.
- b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos.
- c. Perform jumping, tossing, dribbling, or catching to music or rhythmic beat.
- d. Perform a basic tinkling step to 3/4 time (close, tap, and tap).
- e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.
- f. Perform forward and backward rolls with variation.
- g. Combine two or more rotational skills.

### Academic Context and Connections

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

1. Learn new movements to engage the brain. (Entrepreneurial Skills: Risk Taking)
2. Perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls. (Civic/Interpersonal Skills: Communication)
3. Crossing the midline, assists in the development of cognitive skills. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. What must one think about when doing a forward roll?
2. Which activities are most effective for crossing the midline?
3. How does one use his or her mind in various activities and sports?
4. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

#### *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. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, and rhythms are proven to be beneficial for making brain and body connections.



### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate understanding of how the use of self-assessment aids in skill development.

### Evidence Outcomes

#### *Students Can:*

- a. Use self feedback to identify strengths and weaknesses.
- b. Use instructor or self feedback to make adjustments that will improve performance.

### Academic Context and Connections

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

1. Watch video of themselves to improve performance. (Professional Skills: Use Information and Communications Technologies)
2. Analyze performance through journaling or charting. (Personal Skills: Self-Awareness)
3. Apply feedback to develop skills and gain confidence. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. What is the advantage of instructor feedback over self feedback?
2. What is the advantage of self feedback over instructor feedback?
3. Why is it important to evaluate your performance?
4. What are different ways you can self-assess?

#### *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 self 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 the benefits of sustained physical activity that causes increased heart rate and heavy breathing.

### Evidence Outcomes

#### *Students Can:*

- a. Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity.
- b. Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity.
- c. Identify several moderate to vigorous physical activities (formal or informal) that provide personal pleasure.
- d. Locate heart rate on at least two different pulse points on the body.
- e. Discuss how drinking an adequate amount of water before, during, and after physical activity keeps the body hydrated.
- f. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity.
- g. Explain how the intensity and duration of exercise affect fuel use during physical activity.

### Academic Context and Connections

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

1. Maintain a healthy cardiovascular and respiratory system to prevent heart disease. (Personal Skills: Initiative/Self-Direction)
2. Individuals participate in a wide range of physical activities over a lifetime such as swimming, bicycling, running, or hiking. (Personal Skills: Initiative/Self-Direction)
3. Participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. Which physical activities are the healthiest?
2. What factors help you to decide why you enjoy an activity or sport?
3. If you are bored with a current physical activity, how would you choose a new physical activity?
4. Does your body feel different after you bike than after you run?

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

1. Physical activity affects heart, lungs, and muscles.
2. Physical activity affects the way one feels emotionally and physically.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.
4. Different levels of exercise affect heart rate and overall health and fitness.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the location of the lungs and heart.
- b. Identify muscles and fat.
- c. Feel your heart beat after moderate to vigorous physical activity.
- d. Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles.
- e. Identify physical activities that cause the heart to beat faster.

### Academic Context and Connections

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

1. Understand the role of fitness in preventing chronic disease. (Professional Skills: Information Literacy)
2. Take a virtual tour of the body, focusing on the lungs and heart. (Professional Skills: Use Information and Communications Technology)
3. Prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball. (Professional Skills: Use Information and Communications Technology)
4. Use a heart rate monitor to compare heart rate before, during, and after exercise. (Professional Skills: Use Information and Communications Technology)
5. Compare body parts to parts of a car or a computer. (Entrepreneurial Skills: Inquiry/Innovation)

#### *Inquiry Questions:*

1. Do your heart and lungs feel different after you bike than after you run?
2. If entire bodies were made of fat, how would people move?
3. What would bodies look like if they had no bones?
4. Which of your favorite activities do you think contribute most to your heart beating faster?

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

1. The amount of exercise done directly influences heart rate and overall health and fitness.
2. The body is made up of different parts, and each part must be cared for with exercise.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Demonstrate positive social behaviors during physical activity.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the positive behaviors of self and others.
- b. Congratulate teammates and opponents upon conclusion of a game or activity.
- c. Follow directions, activity-specific rules, procedures, and etiquette with few reminders.
- d. Encourage others regularly, and refrain from put-down statements.
- e. Ask a partner to participate in a physical activity.
- f. Congratulate friends for performing a skill correctly.

### Academic Context and Connections

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

1. Acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people. (Civic/Interpersonal Skills: Character)
2. Demonstrate good sportsmanship. For example, shake the hand of a winning opponent. (Civic/Interpersonal Skills: Character)
3. Initiate social interaction with someone they don't know in a social situation such as a school dance. (Entrepreneurial Skills: Risk Taking)
4. Send a text message to a friend asking him or her to join them in a physical activity such as playing Frisbee. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. How should you congratulate someone when he or she wins, and you lose?
2. How does your body feel when you achieve success while working with others?
3. What is your role in maintaining a positive learning environment that everyone can enjoy?
4. Why is it important to be polite when you lose?

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

1. Physical education provides opportunities to reinforce positive social behaviors.
2. Successful participation in physical activity requires cooperation with others.
3. Group physical activities should be fun for everyone participating.
4. How you behave when you win or lose influences how people look at you.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify ways to prevent injuries during physical activity.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize how injuries can occur during physical activity.
- b. Understand how activities can affect safety of self and others.

### Academic Context and Connections

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

1. Safety is the responsibility of all participants. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. What safety measures need to be taken before participating in physical activity?

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

1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid or reduce potentially unsafe situations.