

Prepared Graduates:

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

Grade Level Expectation:

1. Demonstrate competency in a variety of motor skills and movement patterns.

Evidence Outcomes

Students Can:

- a. Use a variety of motor skill patterns to create a movement sequence.
- b. Create and perform a timed routine using rotational, balancing, and supporting skills.
- c. Create, develop, and refine movement sequence based on self-generated themes and self-selected music.
- d. Integrate information from other subject matter into a movement activity or routine.
- e. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- f. Analyze motor skills and movement patterns through a variety of skill assessments.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Engage in activities such as social dances that require the integration of skills and knowledge in their social life. (Entrepreneurial Skills: Risk Taking)
2. Recognize that the principles of locomotion provide the basics for new skill acquisition. (Personal Skills: Perseverance/Resilience)
3. Select activities and sports in which they choose to participate as their interests change over their lifetime. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Which sport would be easiest or hardest to integrate into a movement routine, and why?
2. What are activities and sports in which balance and body rotation are integral for success?
3. Under which conditions could the transfer of skills be detrimental?
4. How can skill assessments be used to help analyze motor skills and movement patterns?

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. Knowing and understanding concepts of movement and skill mechanics can improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.



Prepared Graduates:

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

Grade Level Expectation:

2. Understand and apply game strategies to physical activities and sports.

Evidence Outcomes

Students Can:

- a. Diagram and demonstrate basic offensive, defensive skills and strategies in games and sports.
- b. Apply locomotor, non-locomotor, and manipulative skills to games and sports.
- c. Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games.
- d. Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Apply game strategies while participating in a wide range of sports and games in community-organized sports leagues. (Civic/Interpersonal Skills: Civic Engagement)
2. Implement effective offensive, defensive, and cooperative strategies to be successful in game situations. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Recognize that game strategy can increase enjoyment and participation in a range of activities. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Is it better to have a strong offense or a strong defense? Why?
2. As a defense, how does one decide where to force the offense to move with the ball in an invasion game? How does one decide (group decision-making), why does one decide (reading game strategy), and what does one decide (making game strategy)?
3. To what extent does strategy influence performance in competitive games and activities?
4. What would a game without a scoring system look like?

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. A strong foundation in physical education prepares an individual for a lifetime of physical activity.



Prepared Graduates:

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

Grade Level Expectation:

1. Identify areas for growth and design personal goals utilizing assessment and program planning concepts.

Evidence Outcomes

Students Can:

- a. Plan and implement an extended personal physical fitness plan in collaboration with an instructor utilizing assessment data.
- b. Design and implement a program of remediation for three areas of weakness based on the results of health-related fitness assessments.
- c. Design and implement a program to improve levels of health-related fitness.
- d. Maintain a physical activity for at least two weeks and reflect on activity levels as documented in the log.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify sports or professions that utilize assessment data to improve an athlete's performance. (Entrepreneurial Skills: Inquiry/Analysis)
2. Utilize technology such as computer spreadsheets to record activity goals, and monitor progress toward those goals. (Personal Skills: Perseverance/Resilience)

Inquiry Questions:

1. What are the benefits to analyzing an individual's fitness assessment data?
2. Why are fitness plans not "one size fits all"?
3. Why is it important for an individual to identify areas of growth?

Components of a Physically Literate Individual:

1. Being able to use fitness assessment data allows for individuals to set realistic goals.
2. Fitness assessment data can be used to determine areas of growth for an individual.



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. Identify preferences for lifetime physical activity.

Evidence Outcomes

Students Can:

- a. Participate in a variety of recreational activities appropriate to a geographical area.
- b. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength).

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Choose physical activities that are appropriate for a home environment, such as stretching or jogging. (Personal Skills: Self-Awareness)
2. Utilize the internet to learn about the health benefits of physical activities appropriate to their area such as mountain biking, rock climbing, skiing, or hiking. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. What recreational activities do you and your family participate in weekly, and where do you go to participate?
2. What is your favorite adventure sport?

Components of a Physically Literate Individual:

1. Physical activity choices have a positive effect on the individual's overall health.
2. Being aware of personal strengths, individual needs, and specific health risks is essential for safely starting a new physical activity.
3. A variety of physical activities can be performed in any geographical area.

Prepared Graduates:

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

Grade Level Expectation:

1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.

Evidence Outcomes

Students Can:

- a. Acknowledge the performance of others, regardless of the outcome.
- b. Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture.
- c. Practice conflict management and listening skills in a competitive atmosphere.
- d. Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Appreciate the diversity of physical activity experiences in the broader community such as visiting a park and seeing the variety of people engaged in physical activities. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. Why do some attendees at sporting events behave so badly?
2. What constitutes healthy competition?
3. What might one do if someone were being bullied because he or she showed poor physical fitness skills?
4. If peer pressure were nonexistent, how would you determine your choices of physical activity?
5. How might one peacefully resolve a dispute between friends? Between people who are not friends?

Components of a Physically Literate Individual:

1. Physical education can help individuals from different backgrounds to work together successfully.
2. Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.
3. 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:

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

Grade Level Expectation:

1. Apply rules, procedures, and safe practices to create a safe school environment with no reinforcement.

Evidence Outcomes

Students Can:

- a. Maintain safety within personal space while using physical activity and fitness equipment.
- b. Follow safety rules in the gymnasium and in other physical activity settings.
- c. Make appropriate decisions to ensure the safety of self and others during outdoor activities.
- d. Independently use fitness equipment appropriately.
- e. Identify specific safety issues associated with all physical activities.
- f. Identify and demonstrate best practices for safe participation in all physical activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify good and bad safety practices while watching a sports/fitness video. (Entrepreneurial Skills: Inquiry/Analysis)
2. Demonstrate proper/safe usage of fitness equipment. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. Why don't you want to be outdoors when lightning is in the area?
2. Why is it important to check the integrity of equipment on a regular basis?
3. How does quality equipment effect a safe school environment?

Components of a Physically Literate Individual:

1. Understanding and applying knowledge of safety will help prevent injuries and make physical activities more enjoyable for all involved.