

### Prepared Graduates:

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

### Grade Level Expectation:

1. Demonstrate beginning skills for a variety of activities, games, and sports.

### Evidence Outcomes

#### *Students Can:*

- a. Volley an object repeatedly with a partner.
- b. Strike a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.
- c. Strike an object consistently, using a body part and an implement so that the object travels in the intended direction at the desired height.
- d. Dribble and pass a ball to a partner while being guarded.
- e. Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- f. Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- g. Combine motor skills to play a lead-up or modified game.

### Academic Context and Connections

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

1. Participate successfully in a variety of activities, games, and sports.  
(Entrepreneurial Skills: Risk Taking)
2. Create a game that utilizes levels, speeds, directions, and pathways.  
(Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. Why are speed and accuracy important?
2. Why is it important to learn fundamental skills before advanced skills?
3. Which is more important to master first, accuracy or speed? Why?
4. How does one increase accuracy in a skill?
5. What are some sports that require more skill and strategy than others?

#### *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 successful participation in physical activity.
3. Activities, games, and sports require a variety of skills and strategies to be successful.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate beginning strategies for a variety of activities, games, or sports.

### Evidence Outcomes

#### *Students Can:*

- a. Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercept an object.
- b. Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology.
- c. Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person.

### Academic Context and Connections

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

1. Teach family members how to play a game that uses locomotor skills. (Civic/ Interpersonal Skills: Communication)
2. Utilize the internet to study strategies of activities, games, or sports. (Civic/ Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. How can aspects of movement contribute to the successful outcomes of physical activity?
2. When would the use of video feedback be more useful for learning a skill than feedback from a peer or teacher?
3. What strategies could one use to improve performance?
4. What strategies works best for you in improving performance? Why?

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

1. Knowing and understanding 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. Technology can be used as a tool to improve physical performance. For example, pulse monitors maximize performance.
3. The implementation strategies is beneficial for all players to be successful in game situations.



### Prepared Graduates:

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

### Grade Level Expectation:

3. Participate in activities that require problem-solving, cooperation, and team-building.

### Evidence Outcomes

#### *Students Can:*

- a. Participate in initiative and cooperative activities.
- b. Cooperate with a small group of classmates during activities, game play or team-building activities.

### Academic Context and Connections

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

1. Participate in team-building activities to enhance group cohesion. (Civic/ Interpersonal Skills: Collaboration/ Teamwork)
2. Utilize problem-solving skills to overcome a physical challenge at home such as moving furniture safely without damage. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Cooperate in a variety of physical tasks at home such as painting a house. (Civic/ Interpersonal Skills: Collaboration/ Teamwork)

#### *Inquiry Questions:*

1. What activities require problem-solving, cooperation, and team-building? Why?
2. Is cooperation or competition more important? Why?
3. Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other?
4. Why is team-building important?

#### *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. Physical education settings provide a problem-solving arena, with the problem able to be increased or decreased by changing a number of factors such as the number of participants, level of competition, and number of rules for activity.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Understand and apply basic principles of training to improving physical fitness.

### Evidence Outcomes

#### *Students Can:*

- a. Correctly differentiate the body's response to physical activities of various exercise intensities.
- b. Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices.
- c. Explain why dehydration impairs temperature regulation and physical and mental performance.
- d. Determine an appropriate cardiovascular training zone.
- e. Perform flexibility exercises that will stretch particular muscles area for given physical activities.
- f. Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components.
- g. Engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day.
- h. Accurately identify activities that are aerobic and anaerobic.
- i. Determine the intensity of personal physical activity using the concept of perceived exertion.

### Academic Context and Connections

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

1. Create and implement a fitness plan that reflects current best practices about fitness. (Entrepreneurial Skills: Creativity/Innovation)
2. Utilize a heart rate monitor such as a clock or watch to measure intensity of activity and determine whether or not the intensity of their activity is appropriate. (Personal Skills: Self-Awareness)

3. Participate safely in a training program. For example, parents sign up their children for YMCA or community center classes. (Civic/Interpersonal Skills: Civic Engagement)
4. Create a graph, plotting resting and exercise heart rates over an established period of time. (Entrepreneurial Skills: Inquiry/Analysis)
5. Communicate with family members on ways they can become more physically active together. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. Which are more important, short-term goals or long-term goals? Why?
2. What are all of the different ways that one can determine the intensity of an activity?
3. How are your physical activity habits similar to or different from the other members of your family? Why are they similar or different? Who in your family benefits the most from their activities?
4. What would a comprehensive, one-month fitness calendar include? How would this calendar change depending on the weather and available equipment?

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

1. Knowledge of training principles is critical for developing an effective health-related fitness plan.
2. Physical activity has health and fitness benefits for all ages.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Recognize how health-related and skill-related fitness components contribute to a health-enhancing lifestyle that embraces physical fitness.

### Evidence Outcomes

#### *Students Can:*

- a. Monitor the intensity of one's heart rate during physical activity.
- b. Identify target heart rate.
- c. Explain how the six skill-related fitness components (agility, balance, eye-hand coordination, power, speed, reaction time) affect ability to enhance participation in activities.
- d. Distinguish between health-related and skill-related fitness.
- e. Identify activities that utilize enhanced skill-related components of fitness.
- f. Compare results of fitness testing with research-based standards for self-improvement.

### Academic Context and Connections

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

1. Self-assess fitness levels in order to make and implement a personal wellness plan. (Personal Skills: Self-Awareness)
2. Utilize a heart rate monitor to keep activity within the recommended intensity level. (Personal Skills: Perseverance/Resilience)
3. Compare the heart rates of family members during physical activities. (Entrepreneurial Skills: Inquiry/Analysis)
4. Self-assess fitness levels in order to set short term and long-term goals. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. Why can a peer of the same age and same size have a completely different pace during a cardiovascular activity?
2. Why is the concept of pace so important during both aerobic and anaerobic activities?
3. If you wanted to improve your cardiovascular endurance, what would your training look like?
4. What is your optimum heart rate for improving your cardiovascular endurance? How can you check and monitor this?
5. In which skill-related fitness component are you the strongest? How can you continue to improve in this component? How can you improve in other components?

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

1. Cardio-respiratory endurance is extremely important for the prevention of heart disease.
2. Health-enhancing lifestyles require basic knowledge and an understanding of skill-related and health-related components.
3. Combinations of skill-related components and health-related components are needed to participate in a variety of physical activities.

### Prepared Graduates:

3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### Grade Level Expectation:

3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness.

### Evidence Outcomes

#### *Students Can:*

- a. Set age-appropriate fitness goals.
- b. Strive to attain fitness goals through participation in physical activity of individual choosing.
- c. Identify where individuals can engage in regular physical activity to meet their personal fitness goals.

### Academic Context and Connections

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

1. Establish physical activity goals relevant to a selected component of fitness such as deciding how many push-ups to do once a week. (Personal Skills: Perseverance/Resilience)
2. Utilize technology to document and record progress toward fitness goals such as tracking progress with a computer or keeping a journal. (Entrepreneurial Skills: Inquiry/Analysis)
3. Recognize that there are physical activities available to people of all ages in their community. (Civic/Interpersonal Skills: Collaboration/Teamwork)
4. Distinguish opportunities in school and at home that enhance physical activity and fitness. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. Why should people of different ages have different fitness goals?
2. How does an individual demonstrate taking responsibility for his or her own physical fitness?
3. What muscular strength and endurance invention has made the most impact on people's fitness?
4. What five muscular strength and endurance activities would you do to become physically fit? Would your choices stay the same in order to maintain your fitness level?

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

1. An individual's success in and enjoyment of physical activity choices are affected by changes in geographical and community setting, lifestyles, friends, and age.
2. Living a healthy lifestyle contributes to a positive self-awareness, fewer illnesses, and more opportunities to be active.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.



### 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. Evaluate individual responsibility in group efforts.
- b. Accept differences among classmates in physical development, maturation and varying skill levels.
- c. Participate in activities that address diversity with individuals of various skill levels.
- d. Exhibit responsible social behavior by cooperating with classmates, demonstrating inclusive behaviors.
- e. Acknowledge and accommodate individual differences in others' physical abilities in small-group activities.

### Academic Context and Connections

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

1. Collaborate with others from a variety of cultural backgrounds in community sports leagues. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Acknowledge that others have different levels of skills and physical abilities. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

1. Why might it be difficult to be the smallest person in class? The largest?
2. What variety of modifications could be made in a game of basketball, volleyball, or other game to include others of beginning to advanced skills on the same team?
3. Why is it important to encourage participation in physical activities regardless of skill level?
4. What are ways to include others who are physically unable to participate due to a disability?

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

1. Physical activity experiences are enriched by the diversity of the participants.
2. Individuals of different physical skill levels can make a contribution to a group activity.
3. All participants in a group activity can make a contribution and have responsibilities.

### Prepared Graduates:

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

### Grade Level Expectation:

2. Choose to participate cooperatively and productively in group and individual physical activities.

### Evidence Outcomes

#### *Students Can:*

- a. Help others with physical activity challenges.
- b. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- c. Officiate an activity, game, or sport.
- d. Demonstrate conflict resolution behavior in socially appropriate ways.
- e. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.
- f. Problem-solve with a small group of classmates during adventure activities, game play or team-building activities.

### Academic Context and Connections

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

1. Solve problems or help to negotiate a conflict among friends.  
(Entrepreneurial: Critical Thinking/Problem Solving)

#### *Colorado Essential Skills and Meaning Making:*

1. Interact with people such as officials, teachers, and coaches who are in leadership roles in a sport or game setting. (Civic/ Interpersonal: Communication)

#### *Inquiry Questions:*

1. How might one interact with a friend who dominates the discussion in a cooperative problem-solving activity?
2. What are ways to include others who are physically unable to participate due to an injury?
3. Does your view of talking to officials change when you are an official yourself?
4. Why is resolving conflicts more important than winning a game?

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

1. Successful participation in physical activity requires communication and cooperation.
2. Individuals with different opinions and physical skill levels can participate and contribute to activities.





### Prepared Graduates:

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

### Grade Level Expectation:

1. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury.

### Evidence Outcomes

#### *Students Can:*

- Identify proper safety equipment for various physical activities.
- Describe and demonstrate the correct form to push, pull, and lift heavy objects.
- Identify appropriate footwear and sport-related gear/clothing for safe participation in various activities.
- Create a list or poster that describes safety rules while participating in physical activities, with or without the help of an instructor.
- List the benefits and risks of following and not following safety rules associated with physical activity.
- Use physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

### Academic Context and Connections

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

- Prevent lower-back injuries by lifting heavy objects using proper form. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- Select proper footwear at a store for when they participate in physical activity. For example, they might buy basketball shoes versus cleats. (Personal Skills: Personal Responsibility)
- Utilize technology to create a poster about safety. (Civic/Interpersonal Skills: Communication)
- Assess the equipment in a sporting good store and determine its safety benefits. (Entrepreneurial Skills: Inquiry/Analysis)
- Research safety rules for a sport on the internet. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

- What is a possible risk of not following rules?
- When and for which activities should helmets be mandatory, and when should they be optional?
- How should people lift heavy objects?
- What would be your number-one safety rule? Why?
- Why do football players need to wear a lot of protective gear, and basketball players don't?

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

- Injuries can be prevented through the use of proper movement technique.
- Clothing and footwear are important considerations for safe participation in physical activity.