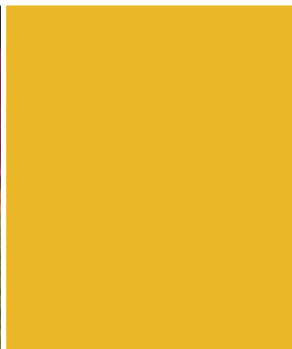


Sixth Grade

Physical Education



Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions

Prepared Graduate Competency
Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Standards
Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations
Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.
What do students need to know?

High School Expectations
Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.
What do students need to know?

Evidence Outcomes
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.
How do we know that a student can do it?

21st Century and PWR Skills
Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Evidence Outcomes
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.
How do we know that a student can do it?

21st Century and PWR Skills
Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Comprehensive Health and Physical Education

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in Movement Competence and Understanding:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Prepared Graduates in Physical and Personal Wellness:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Prepared Graduates in Emotional and Social Wellness:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Prepared Graduates in Prevention and Risk Management:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Colorado Academic Standards Comprehensive Health and Physical Education

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

2. Physical and Personal Wellness (Shared Standard)

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

3. Emotional and Social Wellness (Shared Standard)

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

4. Prevention and Risk Management (Shared Standard)

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The standards are organized in the following manner:

- **Physical Education Standards**
 1. Movement Competence and Understanding
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

- **Comprehensive Health Education Standards**
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

Physical Education

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Sixth Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate beginning strategies for a variety of games and sports 2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding 3. Use information from a variety of resources to improve performance
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Set personal goals for improving health-related fitness 2. Demonstrate the ability to perform self-paced cardiovascular endurance activities 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation 2. Work cooperatively and productively in a group
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Demonstrate knowledge of safe practices in a physical activity setting

1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Demonstrate beginning strategies for a variety of games and sports

Evidence Outcomes

Students can:

- a. Volley an object repeatedly with a partner, using the forearm pass (DOK 1-2)
- b. Strike a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke (DOK 1-3)
- c. Strike an object consistently, using a body part so that the object travels in the intended direction at the desired Height (DOK 1-2)
- d. Strike an object consistently, using an implement so that the object travels in the intended direction at the desired height (DOK 1-2)
- e. Dribble and pass a ball to a partner while being guarded (DOK 1-3)
- f. Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns (DOK 1-2)
- g. Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities (DOK 1-3)
- h. Combine motor skills to play a lead-up or modified game (DOK 1-3)
- i. Describe ways to create more space between an offensive player and a defensive player

21st Century Skills and Readiness Competencies

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?

Relevance and Application:

1. Individuals participate successfully in a variety of games and sports.
2. Individuals create a game that utilizes levels, speeds, directions, and pathways.

Nature of Physical Education:

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. Games and sports require a variety of skills and strategies to be successful.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding

Evidence Outcomes

Students can:

- Participate in and understand the value of initiative and cooperative activities (DOK 1-3)
- Develop a problem-solving skill assessment (DOK 3-4)

21st Century Skills and Readiness Competencies

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?

Relevance and Application:

1. Individuals use team-building activities to enhance group cohesion.
2. Individuals use problem-solving skills to overcome a physical challenge at home such as moving furniture safely without damage.
3. Individuals cooperate in a variety of physical tasks at home such as painting a house.

Nature of Physical Education:

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.

Content Area: Comprehensive Health and Physical Education

Standard: Movement Competence & Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Use information from a variety of resources to improve performance

Evidence Outcomes

Students can:

- Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object (DOK 1-3)
- Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology (DOK 1-4)
- Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can aspects of movement contribute to the aesthetic dimension of physical activity?
- When would the use of video feedback be more useful for learning a skill than feedback from a peer or teacher?
- What resources could one use to improve performance?
- What resource works best for you in improving performance? Why?

Relevance and Application:

- Individuals show family members how to play a game that uses locomotor skills.
- Individuals use the Internet to study strategies of a game.

Nature of Physical Education:

- 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.
- Technology can be used as a tool to improve physical performance. For example, pulse monitors maximize performance.
- The implementation of effective offensive, defensive, and cooperative strategies is beneficial for all players to be successful in game situations.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 1. Set personal goals for improving health-related fitness

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Compare individual physical fitness goals with research-based standards for good health (DOK 1-3) b. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What are the best activities for improving muscular strength? 2. Why is it important to have flexible muscles? 3. What are the different components of fitness? 4. Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals use the Internet to compare their personal wellness to national trends. 2. Individuals create a graph to compare fitness test scores to health-related fitness standards. 3. Individuals research on the Internet national and state standards for good health.
	<p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Setting and working toward fitness goals is critical for positive behavior change. 2. Everyone can set personal fitness goals for themselves.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 2. Demonstrate the ability to perform self-paced cardiovascular endurance activities

Evidence Outcomes

Students can:

- a. Monitor the intensity of one’s heart rate during physical activity (DOK 1)
- b. Identify target heart rate (DOK 1)

21st Century Skills and Readiness Competencies

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 importance 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?

Relevance and Application:

1. Individuals self-assess their fitness levels in order to make and implement a personal wellness plan.
2. Individuals use a heart rate monitor to keep activity within the recommended intensity level.
3. Individuals compare the heart rates of family members during physical activities.

Nature of Physical Education:

1. Cardio-respiratory endurance is extremely important for the prevention of heart disease.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 > Participate regularly in physical activity

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Participate in self-selected activities that require muscular strength and endurance (DOK 1-3)
- b. Sets realistic fitness goals (DOK 1-3)
- c. Strive to attain fitness goals through participation in physical activity of individual choosing (DOK 1-3)

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?

Relevance and Application:

1. Individuals establish physical activity goals relevant to a selected component of fitness such as deciding how many push-ups to do once a week.
2. Individuals use technology to document and record progress toward fitness goals such as tracking progress with a computer or keeping a journal.
3. Individuals recognize that there are physical activities available to people of all ages in their community.

Nature of Physical Education:

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.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Evaluate individual responsibility in group efforts (DOK 1-3)
- b. Demonstrate an acceptance of differences among friends in physical development (DOK 1-3)
- c. Participate in activities that address diversity (DOK 1-3)
- d. Participate in activities with individuals of various skill levels (DOK 1-2)

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 are dance and music universal forms of expression?

Relevance and Application:

1. Individuals work with others from a variety of cultural backgrounds in community sports leagues.
2. Individuals describe how technology could be used to track individual performance in a team sport. For example, computer spreadsheet programs can be used to keep individual statistics.
3. Individuals appreciate that others have different levels of skills and physical abilities.

Nature of Physical Education:

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.

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 2. Work cooperatively and productively in a group

Evidence Outcomes

Students can:

- a. Establish and accomplish goals in both cooperative and competitive activities (DOK 1-4)
- b. Identify and define the role of each participant in a cooperative physical activity (DOK 1-4)
- c. Analyze possible solutions to a movement problem in a cooperative physical activity, and come to a consensus on the best solution (DOK 1-3)
- d. Demonstrate the ability to resolve conflicts with peers (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What might one do to interact with a friend who refuses to participate in a group problem-solving activity?
2. How might one include a friend with a disability into the activity?
3. Do cooperative and competitive activities have similar or different goals?
4. How might one recommend resolving a dispute between two peers in a game?

Relevance and Application:

1. Individuals identify and utilize the strengths of group members in a work setting.
2. Individuals make a video demonstrating conflict resolution through role play.
3. Individuals visit a rock-climbing gym with friends and determine the best path up a climbing wall.

Nature of Physical Education:

1. Participation in competitive sports and games requires cooperation.
2. Cooperation between teammates is important for solving complex problems.
3. Cooperation in physical activities prepares individuals to learn how to cooperate in other activities.

4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Physical Education

Prepared Graduates:
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 Demonstrate knowledge of safe practices in a physical activity setting

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> Maintain a safe distance from others when using implements (DOK 1-2) Explain safety considerations prior to participation in invasion, net/wall, target, and fielding/run-scoring games (DOK 1-3) Demonstrate the safe use of rackets, bats, and other long-handled implements (DOK 1-2) Differentiate between safe and unsafe participation and environment (DOK 1-3) Display safe and responsible behavior while engaging in fitness activities (DOK 1-2) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> If a friend is engaging in unsafe behavior in the weight room, how would you handle it? How would you explain why the behavior was unsafe? How would your unsafe behavior affect your friends? Why do sports have different or similar safety practices? <p>Relevance and Application:</p> <ol style="list-style-type: none"> Individuals learn how to avoid injury when using sports equipment. Individuals analyze video clips of people engaging in a physical activity to learn safe and unsafe practices. Individuals learn safe practices for skateboarding or bicycle riding. Individuals learn that different physical activities such as football, skateboarding, bicycle riding, and skiing have different safe practices. <p>Nature of Physical Education:</p> <ol style="list-style-type: none"> Participation in physical activity requires attention to safety. Athletes understand that not following safe practices for sports can lead to serious personal injuries.

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