

High School

Physical Education



Colorado Academic Standards Comprehensive Health and Physical Education Standards

"In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared." ~Horace Mann

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"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

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Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness.

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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?*

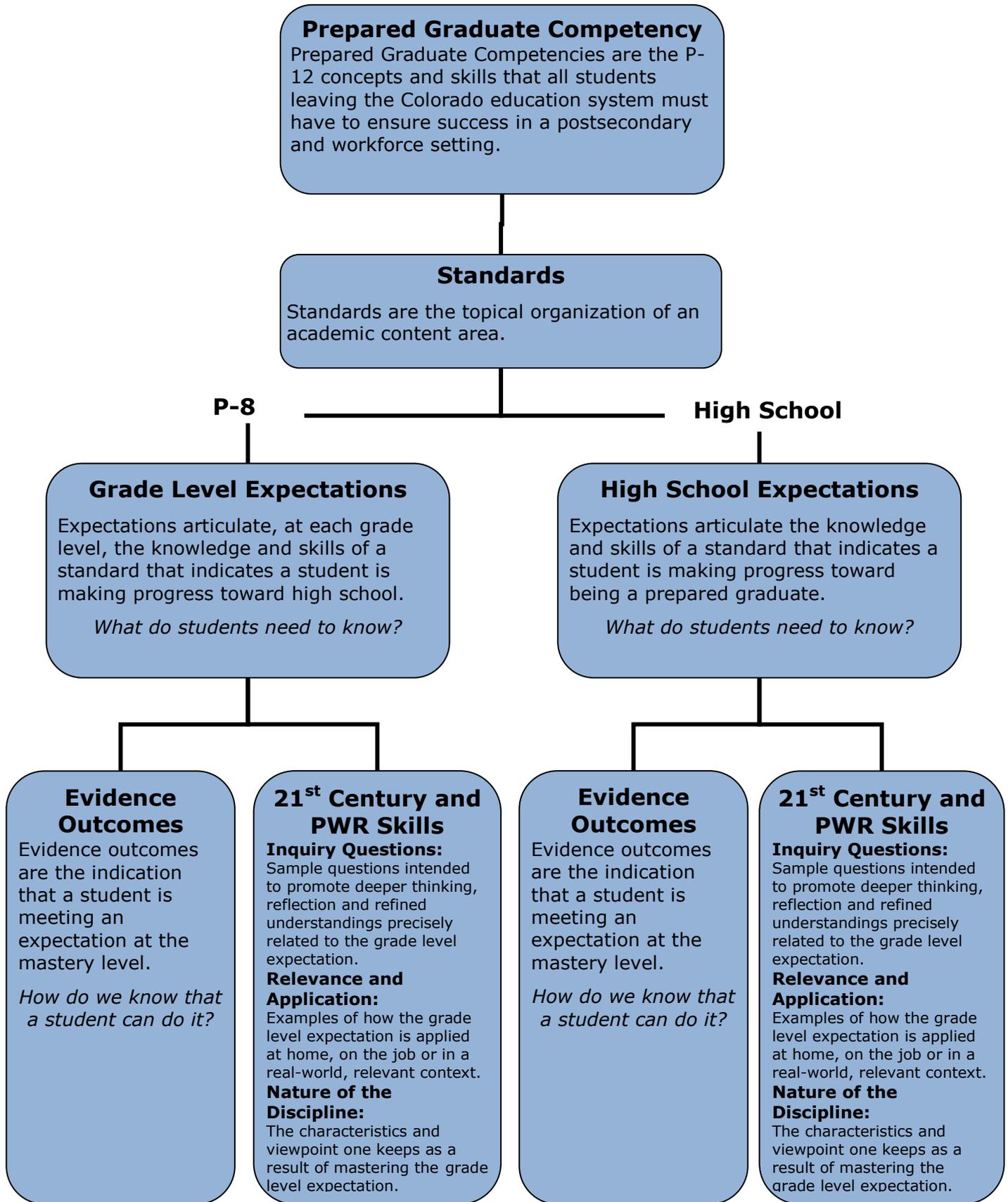
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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



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

5.

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**

High School	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Participate at a competent level in a variety of lifelong physical activities 2. Understand the cognitive impact of movement 3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan 2. Identify community resources to maintain lifelong physical activity 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate respect for individual differences in physical activity settings 2. Demonstrate collaboration, cooperation, and leadership skills 3. Demonstrate responsible behavior in group settings
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand the risks and safety factors that may affect participation in physical activity 2. Demonstrate knowledge of safety and emergency response procedures

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: High School

Concepts and skills students master:

1. Participate at a competent level in a variety of lifelong physical activities

Evidence Outcomes

Students can:

- a. Combine and apply movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games (DOK 1-3)
- b. Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games (DOK 1-3)
- c. Explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games (DOK 1-3)
- d. Explain and demonstrate training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are both skill-related fitness and health-related fitness taught? Why is each one important?
2. Which lifelong physical activities do you think you'll be participating in when you're 20, 40, and 60?
3. How does being healthy and active affect what one can do in life?
4. Why is it important for an individual to practice and learn sports skills?

Relevance and Application:

1. Individuals participate successfully in a wide range of physical activities over the course of their education, with the aim that such participation will continue through an individual's lifetime.
2. The knowledge and understanding of the concepts of movement improve performance in a specific skill, and provide the foundation for the transfer of skills in a variety of sports and activities.

Nature of Physical Education:

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

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: High School

Concepts and skills students master:

2. Understand the cognitive impact of movement

Evidence Outcomes

Students can:

- Demonstrate ability to combine and perform movement sequences (DOK 1-3)
- Identify parts of the brain and describe how movement impacts brain development (DOK 1)
- Describe and participate in movements that promote neural pathway development (DOK 1-3)
- Identify and evaluate personal psychological responses to physical activity (i.e., anxiety/stress, etc.) (DOK 1-3)
- Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor) (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can movement facilitate or enhance learning in other disciplines?
- What is your favorite type of movement and why?
- How can one become more mentally prepared for competition and sports performance?
- When is anxiety helpful, and when is it harmful in a competitive situation?

Relevance and Application:

- Individuals participate in social activities that include rhythm, music, patterns, and cross-lateral movements such as social dance.
- Individuals understand the effect that stress, anxiety, and excitement can have on physical performance. People can take steps to control stress, anxiety, and excitement in their workplace.

Nature of Physical Education:

- Exercise is important for a healthy brain.
- The important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and 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: High School

Concepts and skills students master:

- 3. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings

Evidence Outcomes

Students can:

- a. Analyze and explain training and conditioning practices that have the greatest impact on skill acquisition and successful performance in a variety of lifelong activities (DOK 1-3)
- b. Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are the advantages and disadvantages of training and participating year-round in one sport, or training and participating in multiple sports in a year?
- 2. How does one develop an appropriate personal fitness program?
- 3. What techniques can be employed to maintain motivation?

Relevance and Application:

- 1. Individuals develop and implement a fitness program that utilizes appropriate training principles necessary for a lifetime of fitness such as jogging two days per week, or lifting weights two days a week.
- 2. Periodically evaluate the effectiveness of one's personal fitness program.

Nature of Physical Education:

- 1. The integration of the health and skill-related fitness components in designing and implementing a personal fitness plan supports a healthy, active lifestyle.
- 2. Ongoing feedback and assessment are necessary to determine the effectiveness of a personal fitness program.

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: High School

Concepts and skills students master:
 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities (DOK 1-4) b. Design and participate in activities that improve all components of health-related fitness (DOK 1-3) c. Assess the components of health-related physical fitness (DOK 1-3) d. Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria (DOK 1-4) e. Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components (DOK 1-4) f. Evaluate individual measures of physical fitness in relationship to patterns of physical activity (DOK 1-3) g. Plan an extended personal physical fitness program in collaboration with an instructor (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. When one experiences a plateau in his or her fitness plan, what are options to consider? 2. How does one know that a fitness plan is effective? 3. How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle? 4. How does your fitness plan compare to a friend’s fitness plan? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals investigate such as by performing an Internet search the economic impact of being healthy. 2. Individuals use health-related fitness software to compare fitness performance over several years. 3. Individuals use the Internet to research a physical fitness plan that integrates workplace activities. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Continually reassess fitness levels in order to establish and work toward meaningful goals. 2. Regular assessment of physical activity is important for physical well-being. 3. Be personally responsible for and monitor one’s own physical fitness goals.

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: High School

Concepts and skills students master:
 2. Identify community resources to maintain lifelong physical activity

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

- a. Identify and access physical activity opportunities in the communities (DOK 1-3)
- b. Explain the requirements such as cost involved with participation in a variety of physical activities (DOK 1-3)
- c. Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities (DOK 1-3)
- d. Evaluate the availability and quality of fitness resources in the community (DOK 1-4)

Inquiry Questions:

1. Should insurance companies pay for memberships to health clubs if they will help to prevent chronic diseases?
2. How do TV commercials and other fitness advertisements try to influence one to buy certain products, and how does one decide on quality fitness facilities, equipment, and activities?
3. If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost?
4. If you lived in a social sphere with absolutely no fitness resources such as facilities, modern equipment, or the Internet, what would you do to reach and maintain optimal levels of health and fitness?

Relevance and Application:

1. Individuals access resources for physical activity participation throughout a lifetime such as public gyms, parks, and swimming pools.
2. Individuals use a blog to compare and contrast physical activity opportunities in their community.
3. Individuals select a piece of sporting equipment, and conduct Internet research and analysis of brands and cost.
4. Individuals compare the cost of participating in an outdoor adventure sport such as mountain biking and a community-organized sport such as basketball.
5. Individuals analyze the physical fitness messages in sports and athletic-related television advertisements.

Nature of Physical Education:

1. There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves quality of life now and in the future.
2. Regular participation in physical activity requires access to opportunities in the wider community.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
4. The revolution of health and fitness in the world and our nation is an ongoing evolution.
5. There are a number of ways to get physical activity outside of school.

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: High School

Concepts and skills students master:
 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle (DOK 1-3) Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week (DOK 1-3) Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor (DOK 1-2) Explain the benefits of participation in a variety of physical activities (DOK 1-3) Demonstrate effective time management skills that allow opportunities for physical activity during the day (DOK 1-3) Demonstrate the ability to monitor and adjust activity to meet personal goals (DOK 1-4) Participate in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> How should physical activity be prioritized between work and school? Why is using a variety of physical activities important? What are the pros and cons of participating in a variety of physical activities versus specializing in one sport or activity? If you had a chance to address the U.S. President and Congress about the importance of physical activity, what would you say? How are your current fitness goals likely to change over time? <p>Relevance and Application:</p> <ol style="list-style-type: none"> Individuals make physical activity a part of an individual lifestyle at home. Individuals use technology such as computer spreadsheets to create and keep a physical activity diary or log. Individuals compare and contrast the lifelong wellness benefits of participation in a physical education class versus participating in a high school marching band or a varsity sport. Individuals appreciate the physical benefits of dancing. Individuals appreciate the physical benefits of walking or riding a bike instead of driving a car. <p>Nature of Physical Education:</p> <ol style="list-style-type: none"> There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves the quality of one's life now and in the future. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. There are a number of ways to get physical activity outside of school.

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: High School

Concepts and skills students master:
 1. Demonstrate respect for individual differences in physical activity settings

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Acknowledge the performance of others, regardless of the outcome (DOK 1-2) b. Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture (DOK 1-2) c. Practice conflict management and listening skills in a competitive atmosphere (DOK 1-4) d. Demonstrate appropriate audience and participant behavior during class performances (DOK 1-2) e. Identify areas of personal weakness, and complete an action plan for improvement (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals 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). 2. Individuals explain how social networking tools help to and hinder interpersonal relationships. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 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.

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: High School

Concepts and skills students master:

2. Demonstrate collaboration, cooperation, and leadership skills

Evidence Outcomes

Students can:

- a. Contribute to group success through a variety of noncompetitive roles (DOK 1-4)
- b. Initiate responsible behavior, and function independently and cooperatively (DOK 1-4)
- c. Identify and utilize the potential strengths of each individual within a group setting (DOK 1-3)
- d. Influence positively the behavior of others in physical activity settings (DOK 1-4)
- e. Evaluate the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings (DOK 1-4)
- f. Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles (DOK 1-4)
- g. Implement cooperative learning strategies to achieve group goals (DOK 1-4)
- h. Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants (DOK 1-3)
- i. Identify contributions of members of a group or team, and reward members for accomplishing a task or goal (DOK 1-3)
- j. Compare and contrast different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Is it more important to have the most-skilled players on a team, or to have a team that demonstrates teamwork? Which has more influence on the outcome of a game?
2. How do you choose to lead or follow in group settings?
3. How would a team look if all teammates' behavior were the same?
4. If you could develop the perfect team, what behaviors and traits would your players express?
5. What are some things one could do to show appreciation of opponents?

Relevance and Application:

1. Individuals participate effectively in groups across a variety of settings such as community-sponsored sports leagues.
2. Individuals describe how technology can aid a coach of a sport team.
3. Individuals create and follow behavior modification plans for a variety of wellness areas.
4. Individuals describe how they could use technology to create and monitor an action plan for physical activity.
5. Individuals create a document outlining proper etiquette for social networking sites.
6. Individuals react to negative events in healthy ways such as going for a walk after an argument with a friend.
7. Individuals work effectively with a wide range of personality types in a job setting.
8. Individuals use technology to show appreciation of fans, officials, and teammates. For example, they might design a website or blog.

Nature of Physical Education:

1. Participation in lifetime sports requires cooperation and leadership skills.
2. Character can be developed and supported through individual and group activities, influence of positive role models, and involvement in community service and activities.
3. Individuals can develop positive behavior patterns if they take personal responsibility for their actions.
4. Cooperation can help to solve difficult problems in groups or teams.
5. 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.

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: High School

Concepts and skills students master:
 3. Demonstrate responsible behavior in group settings

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

- a. Engage in physical activity with others (DOK 1-2)
- b. Display empathy toward the feelings of others during physical activities (DOK 1-3)
- c. Accept the diversity and individual differences in participation in physical activity (DOK 1-3)
- d. Accept the roles of group members within the structure of a game or activity (DOK 1-3)

Inquiry Questions:

1. How might one help a teammate with poor physical skills to be a team contributor?
2. What might one do if he or she were assigned to a team with friends whom he or she doesn't like?
3. How might one respond if friends didn't want him or her on their team?
4. How might one try to make a new team member feel welcomed to the team?

Relevance and Application:

1. Individuals participate as both a leader and a group member in a variety of settings such as a community-sponsored sports league.
2. Individuals describe how a social networking site could be used to include others in physical activity such as using social networking sites to organize a game.

Nature of Physical Education:

1. Respect for differences can enhance group performance.
2. Character can be developed and supported through individual and group activities, influence of positive role models, and involvement in community service and activities.
3. The development of self-esteem, resiliency, tolerance, and coping skills supports social and emotional health.
4. Individuals with different levels of physical skill can make a contribution to a group activity.
5. Physical activities can be useful tools for getting to know other people.

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: High School

Concepts and skills students master:
 1. Understand the risks and safety factors that may affect participation in physical activity

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> Describe and demonstrate the correct use of safety equipment for a variety of physical activities (DOK 1-2) Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities (DOK 1-4) Demonstrate proper spotting techniques for all lifts and exercises that require spotting (DOK 1-2) Inspect equipment and facilities for safety hazards prior to participation (DOK 1-3) Explain strategies for the prevention of injuries when engaging in physical activity (DOK 1-3) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> Are physical activities becoming safer or more dangerous? What is the meaning of the saying, "No pain, no gain?" What's the potential harm in it? What is the importance of fitness and nutrition to safe and efficient practices at home, in school, and at work? Why is risk a positive aspect of physical activity? <p>Relevance and Application:</p> <ol style="list-style-type: none"> Individuals participate safely in lifetime physical activities. Individuals create a video demonstrating proper form for lifts and exercises. Individuals make good choices when confronted with a life-threatening situation. Individuals identify proper safety equipment for different physical activities. For example, they visit a sporting goods store, and compare safety equipment for different physical activities. <p>Nature of Physical Education:</p> <ol style="list-style-type: none"> Participation in physical activity requires attention to safety. Participation in physical activity often involves controlled risk.

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: High School

Concepts and skills students master:
 2. Demonstrate knowledge of safety and emergency response procedures

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Demonstrate knowledge in one or more of the following areas: Basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators (AEDs) (DOK 1-3) b. Describe emergency procedures for a physical education setting (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. If you are not trained in first aid or CPR, how can you be of help in an emergency situation? 2. When did you want to help with a problem, but couldn't? 3. Why is it important to be trained in first aid, CPR, lifeguarding, water safety, and AEDs?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals assist in efforts to help someone in case of an accident or emergency. 2. Individuals use technology to practice skills in emergency first aid or CPR. For example, they might take a CPR course at a community center. 3. Individuals can volunteer to work as lifeguards after they are properly trained.
	<p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Everybody can save a life if given the proper training. 2. Safety and emergency response procedures are not limited to emergency medical technician (EMT) professionals. 3. Understanding safety and emergency response procedures is important to the well-being of the community.

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