

First Grade

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

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**

First Grade	
1. Movement Competence and Understanding	1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements 2. Demonstrate fundamental manipulative skills 3. Establish a beginning movement vocabulary
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity
3. Emotional and Social Wellness	1. Work independently and with others to complete work 2. Follow the rules of an activity
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports

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: First Grade

Concepts and skills students master:

1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements

Evidence Outcomes

Students can:

- a. Move in different directions and at high, medium, and low levels in space (DOK 1-2)
- b. Demonstrate locomotor movements in a variety of pathways and levels (DOK 1-2)
- c. Travel in forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal (DOK 1-2)
- d. Perform a simple dance step in keeping with a specific tempo (DOK 1-3)
- e. Travel to a variety of rhythms changing time, force, and flow (DOK 1-3)
- f. Manipulate objects such as jump ropes, scarves, hoops, and balls (DOK 1-2)
- g. Balance at different levels on different body parts (DOK 1-2)
- h. Demonstrate both static and dynamic balances (DOK 1-2)
- i. Perform rhythmical movements using small musical aids (DOK 1-3)
- j. Perform a singing dance in a group (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are dances like the "chicken dance," "bunny hop," and "electric slide" so popular at group gatherings such as wedding receptions?
3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm? How can one notice whether someone has it?

Relevance and Application:

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals successfully ride a two-wheeled bike without training wheels.
3. Individuals ride a skateboard or skates.
4. Individuals participate in games that require movement such as playing basketball or tag.
5. Individuals participate in games that require the use of objects such as jump ropes and balls.

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. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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: First Grade

Concepts and skills students master:

- 2. Demonstrate fundamental manipulative skills

Evidence Outcomes

Students can:

- a. Standing in place, dribble a ball five times with one’s dominant hand (DOK 1)
- b. Throw a ball while stepping forward in opposition (DOK 1)
- c. Strike a stationary object (DOK 1)
- d. Throw an object with an overhand and underhand motion (DOK 1)
- e. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces (DOK 1)
- f. Catch a thrown large object with both hands (DOK 1)
- g. Kick a stationary object using a simple kicking pattern (DOK 1)
- h. Use body parts and light implements to strike stationary and moving objects (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does one get better at throwing a ball?
- 2. What is the most effective way to throw a ball?
- 3. When is striking used in games and sports?
- 4. Is it easier to catch a bigger object or a smaller one? Why?

Relevance and Application:

- 1. Individuals participate in activities that require patterned movements such as playing softball or basketball.
- 2. Individuals recognize manipulative skills in games and sports by watching sporting events on television.
- 3. Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports.
- 4. Individuals demonstrate the skillful use of a variety of manipulatives.
- 5. Individuals participate in activities that require the use of manipulatives.

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. Patterned, rhythmic movement activates the brain to facilitate learning.
- 3. Many popular games and sports require the skillful manipulation of an object or objects.
- 4. Repetition improves the performance of motor skills.

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: First Grade

Concepts and skills students master:

3. Establish a beginning movement vocabulary

Evidence Outcomes

Students can:

- a. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide (DOK 1-2)
- b. Respond appropriately to a variety of cues (DOK 1-2)
- c. Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist (DOK 1-2)
- d. Discuss personal space, general space, and boundaries (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can there be a game with no boundaries?
- 2. What are some similarities in different types of locomotor movements?
- 3. What makes a jog different from a run?
- 4. Why is it important to have personal space?

Relevance and Application:

- 1. Individuals perform movements safely on command.
- 2. Individuals recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home.
- 3. Individuals recognize when boundaries and personal space are needed in physical activities.

Nature of Physical Education:

- 1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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: First Grade

Concepts and skills students master:
 1. Identify the body’s normal reactions to moderate and vigorous physical activity

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify basic exercises that help to strengthen various muscles of the body (DOK 1-2) b. Identify physical activities that require strong muscles (DOK 1-2) c. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups (DOK 1-3) d. Identify activities that rely on muscular endurance and muscular strength for someone to be successful (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why? 2. How could you work on improving your muscular strength and endurance? 3. Can one have muscular strength without muscular endurance? What about the other way around? Explain. <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals can prevent injury by maintaining adequate muscular strength and endurance. 2. Individuals use a computer to find examples of safe exercises to improve muscular strength and endurance. 3. Individuals create an exercise program that improves their health-related fitness. 4. Individuals identify equipment in parks and playgrounds that helps to build muscles. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Regular physical activity contributes to emotional well-being. 2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. 3. Muscular strength and endurance are separate and equally important components of fitness. 4. The body reacts positively to physical exercise.

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: First Grade

Concepts and skills students master:
 1. Work independently and with others to complete work

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify and demonstrate acceptable responses to challenges, successes, and failures (DOK 1-3) b. Invite others to use equipment before repeating a turn (DOK 1-2) c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity (DOK 1-3) d. Help another student share space effectively (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is the most important quality of a good partner, and why? 2. What makes you a good partner? 3. What is different about working with someone rather than working by yourself? 4. What does "help" look like? Express "help" without using words. <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals share limited resources in a way that allows everyone access. 2. Individuals describe how to share technology with a partner. 3. Individuals include everyone in an activity such as inviting friends to participate in a game on the weekend. 4. Individuals can describe a tool that requires more than one person to operate such as a sailboat. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Physical education provides opportunities to practice and reinforce positive social behaviors. 2. Physical education provides opportunities to demonstrate responsible social behavior.

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: First Grade

Concepts and skills students master:
 2. Follow the rules of an activity

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

- a. Perform a simple sequence of movements within given parameters and guidelines (DOK 1-2)
- b. Develop rules for an activity, and participate in the activity while following the rules (DOK 1-4)
- c. Follow the rules for simple games (DOK 1-2)
- d. Accept responsibility for one's behavior in a game situation (DOK 1-2)

Inquiry Questions:

1. Which rules for good behavior would you most want to see in your physical education class, and why?
2. Why is it important to follow the rules?
3. What would happen if there were no rules when playing a game?
4. What game has too many rules?

Relevance and Application:

1. Individuals use technology to create a rules sheet for a game.
2. Individuals create games and physical activities that have rules.

Nature of Physical Education:

1. Respect for and commitment to rules is an underlying foundation of game play.
2. Rules are important for enjoying game play.

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: First Grade

Concepts and skills students master:
 1. Develop movement control for safe participation in games and sports

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

- a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw (DOK 1-2)
- b. Demonstrate the ability to follow verbal and nonverbal instruction (DOK 1-2)

Inquiry Questions:

1. If nonviolence and respect for others is so important, why do we play dodgeball?
2. Why does a person need to know how to follow directions if the directions are not given verbally?
3. Why should you not throw balls at other people?

Relevance and Application:

1. Individuals avoid injuring others when participating in physical activity.

Nature of Physical Education:

1. Following safety rules can prevent injury in physical education.

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