

**Fourth 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 21<sup>st</sup> 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 21<sup>st</sup> 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?*

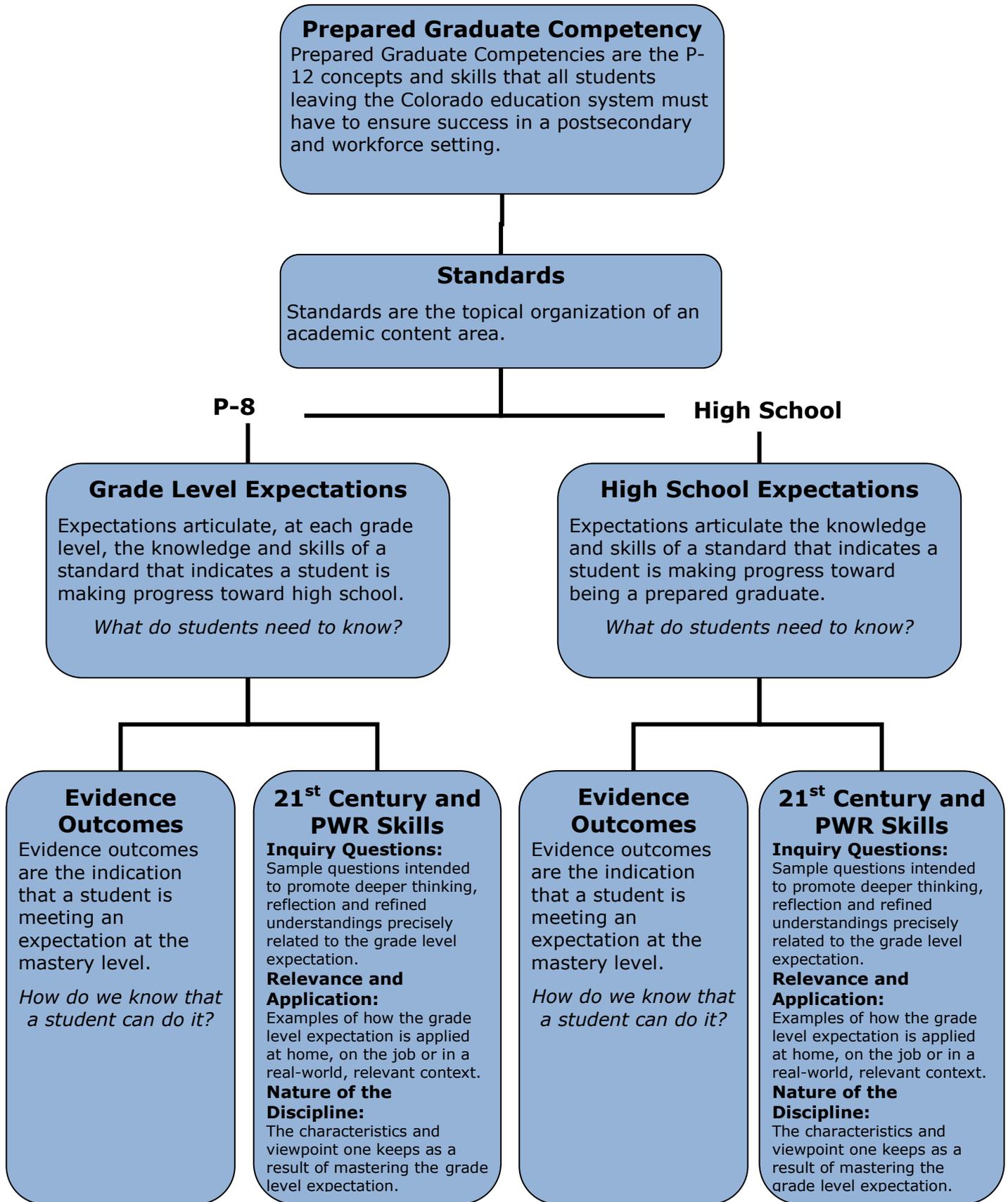
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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?*

**21<sup>st</sup> 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?*

**21<sup>st</sup> 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

## **21<sup>st</sup> Century Skills and Readiness Competencies in Comprehensive Health and Physical Education**

### **Colorado's Description of 21st Century Skills**

Colorado's description of 21<sup>st</sup> 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 21<sup>st</sup> 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**

<b>Fourth Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills</li> <li>2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Explain how the health-related components of fitness affect performance when participating in physical activity</li> <li>2. Recognize the relationship between healthy nutrition and exercise</li> <li>3. Recognize the benefits derived from regular, moderate, and vigorous physical activity</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity</li> </ol>

# 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: Fourth Grade**

**Concepts and skills students master:**  
 1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Dribble and pass an object such as a basketball or soccer ball to a moving receiver (DOK 1-3)
- b. Throw, catch, and kick to self or a partner (DOK 1-2)
- c. Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms (DOK 1-3)
- d. Develop and refine a gymnastics sequence that demonstrates smooth transitions (DOK 1-3)
- e. Develop and refine a creative dance sequence into a repeatable pattern (DOK 1-3)
- f. Jump and land for height and distance using mature form (DOK 1-2)
- g. Recognize and demonstrate agility, balance, coordination, power, speed, and reaction time in a variety of physical activities (DOK 1-2)
- h. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement (DOK 1-3)
- i. Create a routine to music (DOK 1-4)
- j. Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line) (DOK 1-2)
- k. Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels (DOK 1-3)
- l. Distinguish and describe the similarities and differences of manipulative skills such as punting and kicking, and overhand and underhand (DOK 1-3)

**Inquiry Questions:**

1. Which is more important – accuracy or speed? Why?
2. Which dances from today will be considered traditional 100 years from now? Why?
3. Why is it important to know traditional dances?
4. How can balance skills help to prevent injuries?
5. Which is harder to learn – in-line skating or ice-skating?

**Relevance and Application:**

1. Individuals participate successfully in playground or backyard games to develop locomotor, nonlocomotor, manipulative, and rhythmic skills, such as catching and throwing baseballs or playing tag.
2. Individuals participate in dances that are part of a community festival.
3. Individuals participate successfully in balance activities such as skiing or skating.
4. Individuals compare modern social dances to traditional social dances in terms of similar movement skills.
5. Individuals identify the locomotor skills and rhythmic skills in modern devices found around the home such as bicycles.

**Nature of Physical Education:**

1. Skillful movers are more likely to participate successfully in physical activity over a lifetime.
2. Good balance skills are important for lifelong wellness and injury prevention.

**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: Fourth Grade**

**Concepts and skills students master:**

2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities (DOK 1-3)
- b. Identify critical elements of movements skills when watching a video for self assessment (DOK 1-3)

**Inquiry Questions:**

- 1. Why is it important to know the critical elements of movement?
- 2. Why is it important to improve physical skills?
- 3. What can a partner tell one about one’s skills that he or she cannot see oneself?
- 4. Why is it helpful to give feedback to a peer?

**Relevance and Application:**

- 1. Individuals watch people performing sports to learn elements of movement for evaluating locomotor and manipulative skills.
- 2. Individuals use videos cameras to record elements of movement for evaluating locomotor and manipulative skills.
- 3. Individuals ask friends for advice about their performance of locomotor skills when playing games.

**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. Ongoing feedback and assessment is necessary in determining the effectiveness of personal goal-setting strategies.

## 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: Fourth Grade**

**Concepts and skills students master:**  
 1. Explain how the health-related components of fitness affect performance when participating in physical activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.) (DOK 1-3)</li> <li>b. Identify the importance of correct body alignment for performing lower-body stretches (DOK 1-2)</li> <li>c. Demonstrate an exercise that positively impacts each component of health-related physical activity (DOK 1-4)</li> <li>d. Measure and record personal heart rate before, during, and after moderate to vigorous exercise (DOK 1)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What's the difference between the overload principle and "no pain, no gain?"</li> <li>2. Do different types of physical activities produce different results?</li> <li>3. Which exercise is the healthiest? Why?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals understand the benefits of stretching and warming up before playing a community-organized sport.</li> <li>2. Individuals prevent lower back injuries when engaging in exercise.</li> <li>3. Individuals complete a video comparison and analysis of safe and unsafe exercises.</li> <li>4. Individuals create a video demonstration of exercises for each component of health-related fitness.</li> <li>5. Individuals use a watch to monitor their heart rate before, during, and after performing a physical activity.</li> <li>6. Individuals watch a video or television, and compare the way professional athletes perform stretches to the way they perform stretches.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Healthy living requires knowledge of the basic principles of physical fitness.</li> <li>2. The lack of knowledge regarding safety factors can adversely affect one's ability to participate in physical activity.</li> <li>3. Levels of exercise directly influence a person's heart rate, and overall health and fitness.</li> </ul>

**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: Fourth Grade**

**Concepts and skills students master:**  
 2. Recognize the relationship between healthy nutrition and exercise

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Record water intake before, during, and after physical activity (DOK 1)</li> <li>b. Identify healthy choices for meals and snacks that help to improve physical performance (DOK 1-2)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. If you left home without your water bottle, how would that impact your choice of physical activity?</li> <li>2. If an energy bar and a candy bar have the same number of calories, why is the energy bar considered to be healthier?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals maintain healthy body composition through a lifetime.</li> <li>2. When hiking, keep a record of how much water you drink.</li> <li>3. Keep a record of how much water you drink every day for a month. Explain days that have more or less water intake.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Making healthy food choices is an important habit to learn to manage weight.</li> <li>2. Drinking water is important for physical health and well-being.</li> </ul>

**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: Fourth Grade**

**Concepts and skills students master:**  
 3. Recognize the benefits derived from regular, moderate, and vigorous physical activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities (DOK 1-3)</li> <li>b. Compare results of fitness testing to personal health status and ability to perform various activities (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What is the role of fitness testing in overall wellness?</li> <li>2. Which specific activities might affect your body?</li> <li>3. How does physical fitness impact successful participation of a variety of activities?</li> <li>4. How would you go about improving your physical fitness?</li> <li>5. Why would you want to change the results of your physical assessment?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals record and analyze fitness test results using fitness testing software.</li> <li>2. Individuals keep a chart of all physical activities, listing the amounts of time for each.</li> <li>3. Individuals compare the five health-related physical components to car parts, and explain how they are similar.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Participation in moderate to vigorous daily activity is important to lifelong health.</li> <li>2. It is important to choose activities that will enhance wellness.</li> </ul>

# 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:**

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b>	<b>Inquiry Questions:</b>
	<b>Relevance and Application:</b>
	<b>Nature of Physical Education:</b>

## 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: Fourth Grade**

**Concepts and skills students master:**  
 1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Identify proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey (DOK 1-2)</li> <li>b. Describe the correct form to push, pull, and lift heavy objects (DOK 1-2)</li> <li>c. Identify appropriate footwear and clothing for safe participation in various activities (DOK 1)</li> <li>d. Develop with an instructor’s help the safety rules for physical education, and create a list or poster (DOK 1-3)</li> <li>e. List the benefits of following and risks of not following safety procedures and rules associated with physical activity (DOK 1-3)</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a possible risk of not following rules when swimming?</li> <li>2. When and for which activities should helmets be mandatory, and when should they be optional?</li> <li>3. How should people lift heavy objects?</li> <li>4. What would be your number-one safety rule? Why?</li> <li>5. Why do football players need to wear a lot of protective gear, and basketball players don’t?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Individuals can prevent lower-back injuries by taking proper precautions when playing with friends.</li> <li>2. Individuals select proper footwear at a store for when they participate in physical activity. For example, they might buy basketball shoes versus cleats.</li> <li>3. Individuals use technology to create a poster about safety.</li> <li>4. Individuals look at the equipment in a sporting goods store and determine its safety benefits.</li> <li>5. Individuals look at safety rules for a sport on the Internet.</li> </ol> <p><b>Nature of Physical Education:</b></p> <ol style="list-style-type: none"> <li>1. Injuries can be prevented through the use of proper movement technique.</li> <li>2. Clothing and footwear are important considerations for safe participation in physical activity.</li> <li>3. Warm-up and cool-down activities are important for safe participation in physical activity.</li> </ol>
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