

Fifth Grade

Physical Education



Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

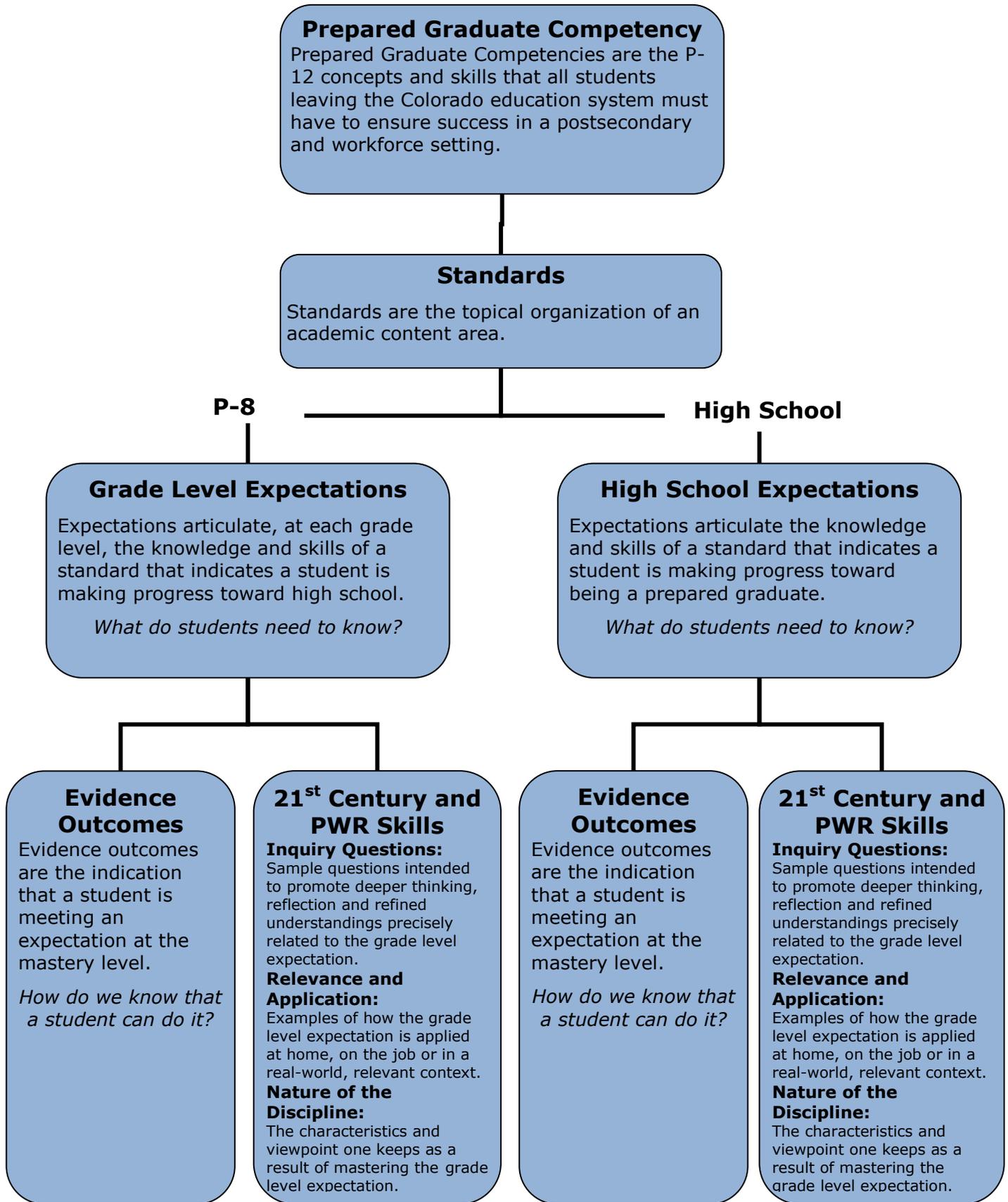
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



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
Fifth Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Understand and apply basic principles of training to improving physical fitness 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance 3. Connect the health-related fitness components to the body systems
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Assess and take responsibility for personal behavior and stress management 2. Choose to participate cooperatively and productively in group and individual physical activities 3. Identify personal activity interests and abilities
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

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: Movement Competence & 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: Fifth Grade

Concepts and skills students master:
 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Throw and catch objects such as basketballs, footballs, or Frisbees, and demonstrate both accuracy and force (DOK 1-3) b. Punt a ball dropped from the hands at a target (DOK 1-2) c. Dribble a ball (by hand or foot) while preventing another person from stealing the ball (DOK 1-3) d. Volley an object continuously with a partner (DOK 1-3) e. Demonstrate efficient patterns of striking with and without an implement (DOK 1-2) f. Demonstrate correct steps and patterns for square, folk, and contemporary dances (DOK 1-3) g. Perform a jump routine to music with a partner or small group (DOK 1-3) h. Develop and refine a gymnastics or creative dance sequence, and demonstrate smooth transitions (DOK 1-4) i. Develop and refine a gymnastics sequence or creative dance sequence that combines traveling, rolling, balancing, and weight transfer into smooth-flowing sequences with intentional changes in direction, speed, and flow (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Will understanding these skills allow for participation in other activities later in life? 2. How could one perform a jump routine to different types of music? 3. Why does one need to know a variety of dances? 4. What can dance teach one about other sports? 5. How can one create a gymnastics routine without moving from one place to another? 6. What types of dancing are similar to each other? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals engage successfully in activities utilizing manipulatives. 2. Individuals use a combination of skills to demonstrate self-expression and creativity. 3. Individuals analyze the basic locomotor, nonlocomotor, and rhythmic shifts of a social dance. 4. Individuals analyze the basic locomotor, nonlocomotor, and rhythmic shifts of people playing in a public park. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 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. Individuals who are more skillful are more likely to participate in physical activity over a lifetime. 3. The ability to dance can be an advantage in a variety of social situations. 4. Motor skills and movement patterns appear in a wide variety of physical activities.

Content Area: Comprehensive Health and Physical Education
Standard: Movement Competence & 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: Fifth Grade

Concepts and skills students master:
 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills

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

- a. Combine skills to competently participate in a variety of activities (DOK 1-3)
- b. Select appropriate practice options based on the similarities and differences between two skills (DOK 1-3)
- c. Select appropriate exercises that enhance learning and performing a selected activity (DOK 1-3)
- d. Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy (DOK 1-3)
- e. Analyze and correct errors in nonlocomotor and locomotor movements (DOK 1-3)
- f. Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities (DOK 1-4)
- g. Analyze and demonstrate a variety of social, folk, square, modern, jazz, or creative dance (DOK 1-4)

Inquiry Questions:

1. What are some activities that require the combination of skills?
2. How can one create a game that uses different striking skills?
3. How can one get better at a skill without physically practicing?
4. Which skills can one take from other activities that will allow one to become better in your selected activity?

Relevance and Application:

1. Individuals participate successfully in recreational games that require skill combinations such as basketball and tennis.
2. Individuals determine if control or accuracy is more important when playing games such as softball and volleyball in community-organized leagues.
3. Individuals analyze their own and others' movements while playing pick-up sport games such as basketball to develop their own skills.
4. Individuals create a workout that enhances their performance in an activity.

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. Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.

2. 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: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes	21st Century Skills and Readiness Competencies
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- Students can:**
- a. Accurately take a pulse at rest and during exercise (DOK 1)
 - b. Develop and describe three short-term and three long-term fitness goals (DOK 1-3)
 - c. Correctly differentiate the body's response to physical activities of various exercise intensities (DOK 1-3)
 - d. Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices (DOK 1-3)
 - e. Explain why dehydration impairs temperature regulation and physical and mental performance (DOK 1-3)
 - f. Determine appropriate cardiovascular training zone (DOK 1-2)
 - g. Perform flexibility exercises that will stretch particular muscles area for given physical activities (DOK 1)
 - h. Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components (DOK 1-3)
 - i. Engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day (DOK 1-2)
 - j. Accurately identify activities that are aerobic and anaerobic (DOK 1-2)
 - k. Determine the intensity of personal physical activity using the concept of perceived exertion (DOK 1-3)

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

- Relevance and Application:**
1. Individuals create and implement a fitness plan that reflects current best practices about fitness.
 2. Individuals use a heart rate monitor such as a clock or watch to measure intensity of activity.
 3. Individuals participate safely in a training program. For example, parents sign up their children for YMCA or community center classes.
 4. Individuals use a heart rate monitor such as a clock or watch) to determine whether the intensity of their activity is appropriate.
 5. Individuals create a graph, plotting resting and exercise heart rates over an established period of time.
 6. Individuals discuss with their family some ways they can become more physically active together.

- Nature of Physical Education:**
1. Knowledge of training principles is critical for developing an effective health-related fitness plan.
 2. Safety in exercise, including warm-up and cool-down techniques, is important to being healthy and injury free.
 3. Physical activity has health and fitness benefits for all ages.
 4. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.

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: Fifth Grade

Concepts and skills students master:
 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Identify an exercise that is used to develop agility, balance, coordination, power, reaction time, or speed (DOK 1-3) b. Create an exercise plan using the six skill-related components to improve performance in a chosen activity (DOK 1-4) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Which component of skill-related fitness do you like the most? 2. Which component of skill-related fitness is most important, and why? 3. In which component of skill-related fitness are you the strongest? How can you continue to improve in this component? How can you improve in the other components? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals participate effectively on a sport team by implementing training methods consistent with the requirements of the activity 2. Individuals use technology such as a personal computer to monitor an exercise program. 3. Individuals identify examples of components of skill-related fitness that they use in outdoor activities such as climbing trees. <p>Nature of Physical Education:</p> <ol style="list-style-type: none"> 1. Knowledge of skill-related components can influence fitness and physical performance. 2. Different physical activities require different combinations of agility, balance, coordination, power, reaction time, and speed.

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: Fifth Grade

Concepts and skills students master:
 3. Connect the health-related fitness components to the body systems

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs (DOK 1-2) b. Demonstrate appropriate warm-up procedures before participation in vigorous physical activity (DOK 1) c. Distinguish healthy balanced meals and snacks designed to enhance the performance of physical activities (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Do you prefer participating in organized group activities such as youth basketball leagues or playing in unstructured physical activities such as pick-up basketball games? Why? 2. If you managed a restaurant, what foods would be on the menu? Why? 3. Should children be allowed to eat whatever snacks they want? Why or why not? 4. Should people eat immediately before exercising? Why or why not? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals establish healthy habits for physical activity and nutrition such as tracking fat and caloric intake from nutritional information on food labels. 2. Individuals keep a computer log to track and analyze a daily diet. 3. Individuals use the Internet to research healthy, balanced meals. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. A healthy diet and exercise program provides energy for performance and successful participation in recreational and competitive activities. 2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. 3. People have many options to participate in organized physical activities 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: Fifth Grade

Concepts and skills students master:
 1. Assess and take responsibility for personal behavior and stress management

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity (DOK 1-4) b. Set a personal goal to improve a skill, and work toward that goal (DOK 1-4) c. Describe and demonstrate responsible behavior and decision-making while participating in physical activity (DOK 1-4) d. Demonstrate respect for the person who is officiating (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How does setting goals for physical activities help one to take on personal responsibilities in school work? 2. Why are officials necessary? What would be the result if there were no officials? 3. What are some of the ways you have seen others treat officials? 4. Why is it important to set personal goals? 5. Are you going to work harder for your goals if you write them out rather than just talk about them? Why? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals follow and respect established guidelines for behavior in a variety of settings. 2. Individuals use a computer to keep track of personal achievements in physical activities such as running or doing push-ups and pull-ups. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Taking personal responsibility for healthy behaviors is a foundation for lifetime wellness. 2. Recognizing that stress is a manageable part of life is important for an individual's emotional development. 3. Recognizing that performing physical activities can help to manage stress is important.

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: Fifth Grade

Concepts and skills students master:
 2. Choose to participate cooperatively and productively in group and individual physical activities

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

- a. Help others with physical activity challenges (DOK 1-3)
- b. Contribute ideas, and listen to the ideas of others in cooperative problem-solving activities (DOK 1-3)
- c. Acknowledge and accommodate individual differences in others' physical abilities in small-group activities (DOK 1-3)
- d. Officiate an activity, game, or sport (DOK 1-4)
- e. Demonstrate conflict resolution behavior in socially appropriate ways (DOK 1-3)

Inquiry Questions:

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

Relevance and Application:

1. Individuals solve problems or help to negotiate a conflict among friends.
2. Individuals participate in a blog with friends, demonstrating positive social behaviors.
3. Individuals interact with people such as officials, teachers, and coaches who are in leadership roles in a sport or game setting.

Nature of Physical Education:

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

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: Fifth Grade

Concepts and skills students master:
 3. Identify personal activity interests and abilities

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

- a. Accept responsibility for one's own performance without blaming others (DOK 1-2)
- b. Respond to winning and losing in socially appropriate ways (DOK 1-3)
- c. Develop confidence in a physical activity setting (DOK 1-2)

Inquiry Questions:

1. Why do professional athletes sometimes blame others for their performance?
2. Why do citizens of a city sometimes riot or vandalize things when their team wins the World Series or the NBA Championship?
3. What is the difference between being confident and being cocky?
4. What can losing a game or activity allow one to learn that winning can't?
5. Why do teams sometimes shake hands with the opposition after competing?

Relevance and Application:

1. Individuals can cope with adversity in a healthy manner such as talking with a parent about a problem.
2. Individuals can use a social networking website to congratulate an opponent after competition.

Nature of Physical Education:

1. Participation in physical activity promotes positive emotional well-being.
2. Winning is not the most important thing in playing sports.
3. Losing can be an opportunity to learn.
4. How one behaves when one wins or loses influences people's perception of him or her.

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: Fifth Grade

Concepts and skills students master:
 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Prepare a report, bulletin board, or poster on safety factors for a chosen activity (DOK 1-4) b. Identify proper warm-up and cool-down techniques (DOK 1-2) c. Explain that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries (DOK 1-2) d. Identify safety rules for the activity and area being used (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Does the time of year matter when cooling down after exercising? 2. Which warm-up activities are the most effective in preparing the body for movement? 3. Why is it important to be able to identify safety rules on your own? 4. Do different sports require more or less warming up than other sports?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals talk to family members about how to participate safely in a physical activity. 2. Individuals practice proper warm-up and cool-down techniques at home. 3. Individuals practice warming up when playing soccer with friends.
	<p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Safe participation in physical activity requires an individual to manage risks.

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