

**Seventh 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 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?*

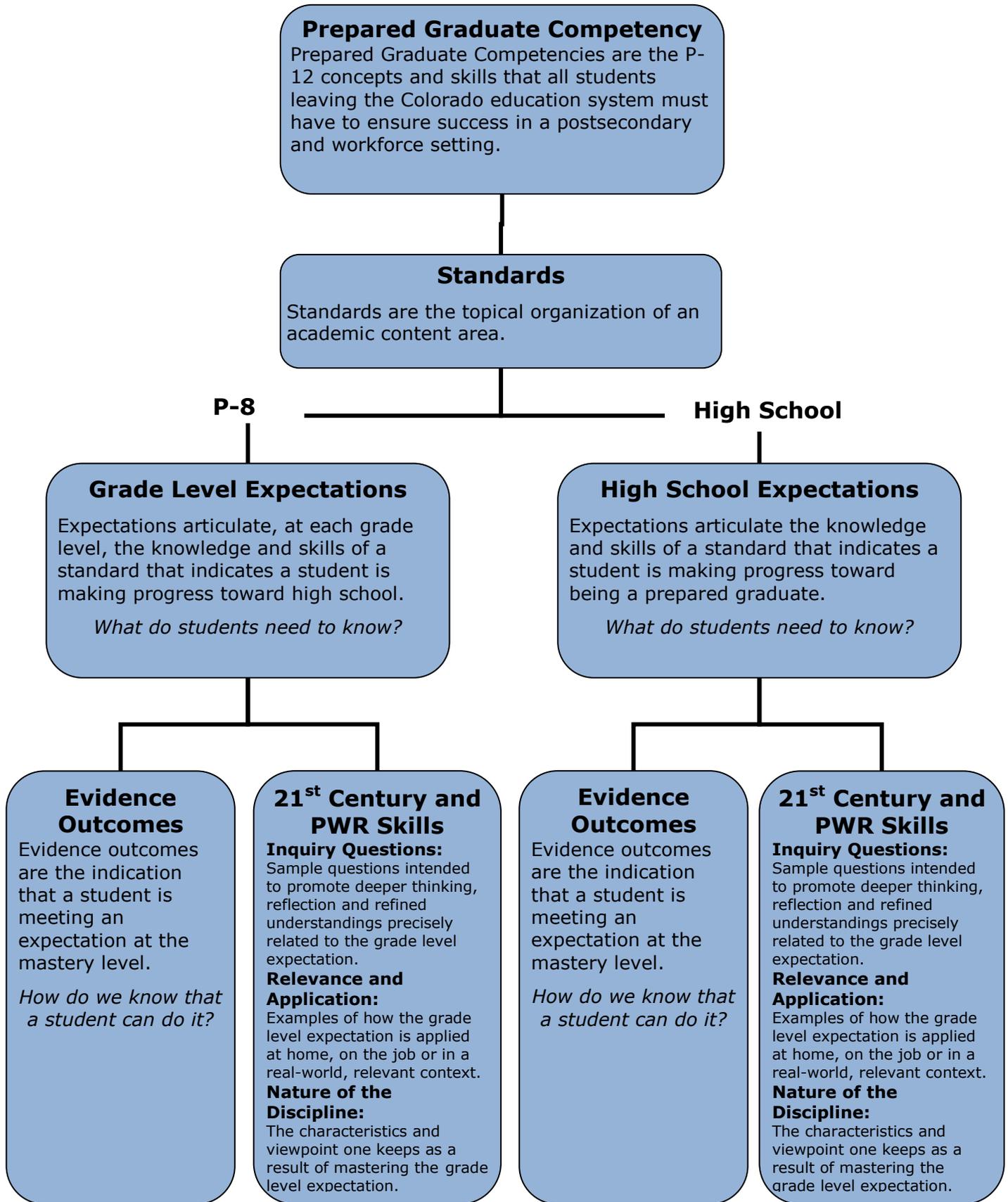
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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>Seventh Grade</b>	
1. Movement Competence and Understanding	1. Combine the critical elements of movement and skills concepts
3. Emotional and Social Wellness	1. Develop strategies to communicate ideas and feelings 2. Demonstrate inclusiveness in and out of classroom settings
4. Prevention and Risk Management	1. Implement safety procedures in the utilization of space and equipment

# 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: Seventh Grade

##### Concepts and skills students master:

1. Combine the critical elements of movement and skills concepts

##### Evidence Outcomes

###### Students can:

- a. Design and perform gymnastics or dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow (DOK 3-4)
- b. Cooperate with another student to create, develop, and refine movement routines based on a theme (DOK 3-4)
- c. Create a game, movement, dance, or sport with a group (DOK 3-4)
- d. Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying (DOK 1-2)
- e. Analyze movement patterns, and correct errors (DOK 1-4)
- f. Use principles from motor learning to establish, monitor, and meet goals for motor skill development (DOK 1-3)
- g. Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts (DOK 1-3)
- h. Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities (DOK 1-3)
- i. Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, and teach it to another person (DOK 3-4)

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

1. Why do some physical activities require more complex movements than others?
2. How does one determine what the goal is when creating a game, movement, dance, or sport with a group?
3. What are some activities and sports in which balance and body rotation are integral for success?
4. When would it be most effective to learn a skill in parts?

###### Relevance and Application:

1. While practicing a sport with friends, individuals identify the key elements used to perform movement patterns.
2. Individuals compare movement patterns of a sport with the movement patterns of everyday life.

###### Nature of Physical Education:

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. 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.
3. There are similarities in movements and skill mechanics between different sports.
4. Knowledge of critical elements for a variety of skills encourages connections and application of those elements when learning a new sport or activity.

## 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:**

**Grade Level Expectation: Seventh 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>

# 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: Seventh Grade**

**Concepts and skills students master:**  
 1. Develop strategies to communicate ideas and feelings

<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. Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds (DOK 1-4)</li> <li>b. Consider the consequences of various choices, and make a responsible decision when confronted with negative peer pressure (DOK 1-4)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What are some ways to demonstrate cooperation without actually talking to someone?</li> <li>2. How can one nonverbally communicate with teammates to ensure they feel like an important component of the team?</li> <li>3. How can one communicate to others that he or she does not want to participate in an activity when confronted by peer pressure?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals work with a variety of people to accomplish group goals.</li> <li>2. Individuals compare and contrast digital and face-to-face communication as a method of showing feelings or emotions.</li> </ul> <p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Communication can take many forms in physical activity settings.</li> <li>2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.</li> <li>3. There are effective ways to handle peer pressure.</li> </ul>

**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: Seventh Grade**

**Concepts and skills students master:**  
 2. Demonstrate inclusiveness in and out of classroom settings

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

- a. Seek out participation with, and show respect for a peer with varying skill ability (DOK 1-3)
- b. Participate in group cooperation games and adventure activities to encourage team building and fun (DOK 1-3)
- c. Make decisions to modify a game to allow all members to participate (DOK 1-4)
- d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds (DOK 1-4)

**Inquiry Questions:**

1. Are some physical activities better for getting people to interact with each other? Which ones?
2. What is the value of team-building activities? How can what is learned in team-building activities be applied to other settings?
3. How could schools support a physically active environment outside of physical education classes?
4. Why is it important to learn to cooperate with many types of individuals from diverse backgrounds?
5. How does increasing the number of players in a game affect the outcome?

**Relevance and Application:**

1. Individuals recognize and utilize the talents of others when solving a problem.
2. Individuals describe how technology has impacted adventure activities. For example, helicopters help people to reach remote destinations for rock climbing, hiking, and skiing.
3. Individuals understand that others of different physical skill levels can make a contribution to a group activity.
4. Individuals appreciate that physical activities can be useful tools for getting to know other people. For example, community sports leagues are used for social networking.

**Nature of Physical Education:**

1. Physical education is for people of all abilities.
2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.

## 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: Seventh Grade**

**Concepts and skills students master:**  
 1. Implement safety procedures in the utilization of space and equipment

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

- a. Identify and participate in safe warm-up and cool-down activities (DOK 1-2)
- b. Review components of safe participation and what constitutes a safe environment (DOK 1-2)
- c. Follow the rules of activities to maintain safe playing conditions (DOK 1-2)
- d. Describe safe and unsafe practices for a variety of physical activities (DOK 1-3)

**Inquiry Questions:**

1. If you had to skip warming up or cooling down, which one would you skip, and why?
2. What are ways to avoid injury in basketball? In softball or baseball? In soccer?

**Relevance and Application:**

1. Individuals participate safely in a variety of physical activities.
2. Using a computer, individuals create a safety information sheet for a favorite physical activity.
3. Individuals learn safe practices for downhill skiing.
4. Individuals learn safe practices for climbing.
5. Individuals learn safe practices for swimming in a public pool.

**Nature of Physical Education:**

1. Participating in physical activities such as swimming or skating requires attention to safety.

**Colorado Department of Education**  
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