

**Preschool and Kindergarten**

**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

**Prepared Graduate Competency**  
Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

**Standards**  
Standards are the topical organization of an academic content area.

**P-8**

**High School**

**Grade Level Expectations**  
Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.  
*What do students need to know?*

**High School Expectations**  
Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.  
*What do students need to know?*

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

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

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

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

## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**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>Kindergarten</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate body and spatial awareness through safe movement</li> <li>2. Locate the major parts of the body</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Understand that physical activity increases the heart rate, making the heart stronger</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate respect for self, others, and equipment</li> <li>2. Demonstrate the ability to follow directions</li> </ol>
<b>Preschool</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space</li> <li>2. Demonstrate balance</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Recognize the positive feelings experienced during and after physical activity</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Apply safe practices, rules, and procedures</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: Kindergarten

##### Concepts and skills students master:

1. Demonstrate body and spatial awareness through movement

##### Evidence Outcomes

###### Students can:

- a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills (DOK 1-2)
- b. Demonstrate contrasts between slow and fast speeds while using locomotor skills (DOK 1-3)
- c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations (DOK 1-3)
- d. Travel in straight, curved, and zigzag pathways (DOK 1-2)
- e. Move in opposition and alternately (DOK 1-2)
- f. Move synchronously with others (DOK 1-2)
- g. Participate in chase-and-flee activities that include various spatial relationships (DOK 1-3)

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

###### Inquiry Questions:

1. When is moving at a fast speed safer, and when is moving at a slow speed safer?
2. Which animals use the same movements?
3. When moving in a group, how do you keep from bumping into each other?
4. Why is it easier to move in the same direction in which a group is moving than to move against the group?

###### Relevance and Application:

1. Individuals participate in games that require movement as a group.
2. Individuals travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair.
3. Individuals create letters of the alphabet using their arms, legs, and torso.

###### 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. Spatial awareness is critical for success in any movement-based activity.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Content Area: Comprehensive Health and Physical Education**

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 2. Locate the major parts of the body

**Evidence Outcomes**

**Students can:**

- a. Move specified body parts in response to a variety of sensory cues such as auditory or visual (DOK 1-2)
- b. Identify body planes such as front, back, and side (DOK 1)

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

**Inquiry Questions:**

- 1. Which body parts are unable to move?
- 2. Why do we walk on two feet?
- 3. Which are stronger – arms or legs? Why?
- 4. What in their arms and legs helps people to move?
- 5. When would it be important to be able to change directions quickly?

**Relevance and Application:**

- 1. Individuals play “head, shoulders, knees, and toes” with parents.
- 2. Individuals identify body parts correctly.
- 3. Individuals identify the front, back, and side of the body.

**Nature of Physical Education:**

- 1. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.
- 2. The brain helps the body to learn how to move.

## 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: Preschool

##### Concepts and skills students master:

1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space

##### Evidence Outcomes

###### Students can:

- a. Move safely in a large group without bumping into others or falling while using locomotor skills (DOK 1-2)
- b. Travel forward and sideways while changing directions quickly in response to a signal (DOK 1-2)
- c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns (DOK 1-2)
- d. Move with even and uneven rhythms (DOK 1-2)
- e. Perform movements to the rhythm of music (DOK 1-3)

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

###### Inquiry Questions:

1. Which movements are easy to control when in a large group?
2. Which types of music are more rhythmic?
3. Which are easier – even or uneven rhythms? Why?
4. Why is a certain amount of space needed between members of a group while the group is moving?

###### Relevance and Application:

1. Individuals travel successfully and safely with family members in a variety of activities such as to a shopping center, country fair, or movie theaters.
2. Individuals follow a rhythmic pattern when jumping rope with friends.
3. Individuals participate in games that require movement.

###### 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. Spatial awareness is critical for success in any movement-based activity.

**Content Area: Comprehensive Health and Physical Education**

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

2. Demonstrate balance

**Evidence Outcomes**

**Students can:**

- a. Explore balancing on different body parts at different levels, becoming "like" a statue while making symmetrical and nonsymmetrical shapes (DOK 1-3)
- b. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object (DOK 1-2)

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

**Inquiry Questions:**

- 1. How long could one safely remain in an upside down position?
- 2. Why is it easier to stand on two legs than one?
- 3. What happens to balance when one spins around?
- 4. Why was it easier for small children to crawl first before they learn how to walk?

**Relevance and Application:**

- 1. Individuals successfully ride a tricycle.
- 2. Individuals successfully get on and off a moving escalator.

**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. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

## 2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Physical and Personal Wellness standard are:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Physical Education**

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Understand that physical activity increases the heart rate, making the heart stronger

<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. Identify the heart rate as an indicator of moderate to vigorous activity (DOK 1-2)</li> <li>b. Sustain moderate to vigorous physical activity for short periods of time (DOK 1)</li> <li>c. Identify activities that will increase the heart rate (DOK 1)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Which activities can you do for the longest time? Shortest time?</li> <li>2. Are there other ways other than checking your heart rate to know that your heart is working hard?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals participate in fitness activities to strengthen their heart.</li> <li>2. Individuals identify technology that will allow heart rate monitoring and checking.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. The heart is the most important muscle in the body.</li> <li>2. Exercise directly influences heart rate and overall health and fitness.</li> <li>3. Taking responsibility for one’s own health is an essential step toward developing and maintaining a healthy, active life.</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: Preschool**

**Concepts and skills students master:**  
 1. Recognize the positive feelings experienced during and after 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. Participate in activities that increase the heart rate (DOK 1)</li> <li>b. Participate in activities that require stretching the muscles (DOK 1)</li> <li>c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety (DOK 1-2)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. If your body could stretch like a rubber band, which activities would you like to be good at?</li> <li>2. What are different ways to make a heart beat faster?</li> <li>3. How does running make you feel?</li> <li>4. How many different ways can one move his or her body safely?</li> <li>5. How do you feel before exercising your body? Immediately after exercising your body? Five minutes after? Ten minutes after?</li> <li>6. How do you feel after stretching?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals participate in fitness activities to have a healthy heart.</li> <li>2. Individuals set a base groundwork for lifetime physical fitness such as enjoying outside play.</li> <li>3. Individuals compare their heart rate.</li> <li>4. Individuals use sports equipment such as bicycles and tricycles that increases their heart rate.</li> </ul> <p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Levels of exercise directly influence heart rate and overall health and fitness.</li> <li>2. Regular physical activity contributes to emotional well-being.</li> <li>3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.</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:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Demonstrate respect for self, others, and equipment

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

- a. Demonstrate the characteristics of sharing (DOK 1-2)
- b. Identify feelings that result from participation in physical activity (DOK 1-2)
- c. Participate as a leader and follower (DOK 1-2)
- d. Help to manage equipment (DOK 1-2)
- e. Play without interfering with others (DOK 1-2)

**Inquiry Questions:**

1. Why is sharing sometimes difficult?
2. Would you rather be a leader or a follower? Why?
3. What would equipment look like if we didn't take care of it? How would that change the games?
4. How does playing "Simon says" make you feel?
5. Why is it important to take care of equipment?

**Relevance and Application:**

1. Individuals recognize when leading is necessary and when following is necessary such as playing at a friend's house.
2. Individuals use technology to demonstrate feelings associated with physical activity.
3. Individuals recognize that taking care of equipment such as toys is an important responsibility.

**Nature of Physical Education:**

1. Physical education provides opportunities to reinforce healthy social and emotional behaviors.
2. Physical education provides opportunities to participate in different roles.

**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: Kindergarten**

**Concepts and skills students master:**  
 2. Demonstrate the ability to follow directions

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

- a. Start and stop on an auditory and visual signal (DOK 1-2)
- b. Follow a simple series of instructions for an activity (DOK 1-2)
- c. Speak at appropriate times (DOK 1)
- d. Follow established class protocols (DOK 1)

**Inquiry Questions:**

1. Why is it important to follow directions when participating in physical education?
2. How is playing "red light, green light" similar to crossing the street?

**Relevance and Application:**

1. Individuals follow established rules when engaging in physical activity in settings such as the community pool public playground.
2. Individuals identify traffic rules that they see on the street.

**Nature of Physical Education:**

1. Respect for and commitment to rules is an underlying foundation of game play.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 3. Emotional and Social Wellness in Physical Education**

**Prepared Graduates:**

**Grade Level Expectation: Preschool**

**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:**

**Grade Level Expectation: Kindergarten**

**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>

**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: Preschool**

**Concepts and skills students master:**  
 1. Apply safe practices, rules, and procedures

<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 safety awareness when purposefully using materials (DOK 1-2)</li> <li>b. Participate in activity without colliding into other students (DOK 1-2)</li> <li>c. Identify proper footwear for physical education (DOK 1)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What's the value of having special footwear for physical education?</li> <li>2. Why should shoes be tied tight?</li> <li>3. Why should exercise equipment be put away after it is used?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals participate safely in a wide range of physical activities.</li> <li>2. Individuals visit a shoe store to identify proper footwear.</li> <li>3. Individuals observe people crossing a street to see how they are aware of their physical space and do not bump into each other.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Paying attention to safety guidelines can prevent injuries.</li> </ul>

**Colorado Department of Education**  
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