

Colorado Model Content Standards For Physical Education

Suggested Grade Level Expectations

May 2000

Standard 1: Students demonstrate competent skills in a variety of physical activities and sports.

Kindergarten students will:

- travel, in different ways, in a large group without bumping into others or falling.
- travel, in forward and sideways directions, and change direction quickly in response to a signal.
- demonstrate clear contrasts between slow and fast speeds while traveling.
- distinguish between straight, curved, and zigzag pathways while traveling in various ways.
- make both large and small body shapes while traveling.
- travel, demonstrating a variety of relationships with objects (e.g., over, under, behind, alongside, through)
- place a variety of body parts into high, middle, and low levels.
- without falling, walk forward and sideways on the length of a bench.
- roll sideways (right or left) without hesitating or stopping.
- toss a ball and catch it before it bounces twice.
- demonstrate the difference between an overhand and underhand throw.
- kick a stationary ball, using a smooth, continuous running approach prior to the kick.
- continuously jump a swinging rope held by others.
- form round, narrow, wide, and twisted body shapes alone and with a partner.
- walk and run using a mature motor pattern.

First grade students will:

- travel in a backward direction and change direction quickly, and safely, without falling.
- travel, changing speeds and directions, in response to a variety of rhythms.
- jump and land using a combination of one and two-footed takeoffs and landings.
- roll smoothly in a forward direction without stopping or hesitating.
- balance demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
- use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- catch, using properly positioned hands, a gently thrown ball.
- use at least three different body parts to strike a ball toward a target.
- combine shapes, levels, and pathways into simple sequences.

Second grade students will:

- combine various traveling patterns in time to the music.
- demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.

- move feet into a high level by placing the weight on the hands and landing with control.
- throw a ball hard demonstrating an overhand technique, a side orientation, and opposition.
- continuously dribble a ball, using the hands or feet, without losing control.
- strike a ball repeatedly with a paddle.
- consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
- repeatedly jump a self-turned rope.
- skip, hop, gallop, and slide, using mature motor patterns.
- participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.

Third grade students will:

- while traveling, avoid or catch an individual or object.
- leap, leading with either foot.
- roll in a backward direction, without hesitating or stopping.
- transfer weight from feet to hands, at fast and slow speeds, using large extensions (e.g., mule-kick, handstand, cartwheel)
- strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g., the bump as in volleyball, the thigh as in soccer).
- develop patterns and combinations of movements into repeatable sequences.
- balance with control on a variety of moving objects (e.g., balance boards, skates, scooters).
- demonstrate competence in basic swimming strokes and survival skills in, on, and around the water.

Fourth grade students will:

- hand dribble and foot dribble a ball and maintain control while traveling within a group.
- consistently strike a softly thrown ball with a bat or paddle, demonstrating an appropriate grip, side to the target, and swing plane.
- without hesitating, travel into and out of a rope turned by others.
- jump and land for height as well as jump and land for distance, using a mature motor pattern.
- throw, catch, and kick using motor patterns.
- regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.

Fifth grade students will:

- throw a variety of objects demonstrating both accuracy and distance (e.g., frisbees, deck tennis rings, footballs).

- design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
- hand dribble and foot dribble while preventing an opponent from stealing the ball.
- design and play small-group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy) (e.g., by throwing, kicking, or dribbling a ball).
- participate in games, sports, dance, and outdoor pursuits, both in and outside of school, based on interests and capabilities.

Sixth grade students will:

- continuously strike a ball to a wall or a partner, with a paddle, using forehand and backhand strokes.
- consistently strike a ball, using a golf club or hockey stick, so that it travels in an intended direction and height.
- in a small group, keep an object continuously in the air without catching it (e.g., ball, footbag).
- design and refine a routine, combining various jump-rope movements to music, so that it can be repeated without error.
- leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle, using mature motor patterns.
- Detect, analyze, and correct errors in personal movement patterns.

Seventh grade students will:

- use basic offensive and defensive strategies in a modified version of a team sport and an individual sport.
- display the basic skills and safety procedures to participate in an outdoor pursuit.

Eighth grade students will:

- perform a variety of simple folk and square dances.
- explain and demonstrate some game strategies involved in playing tennis doubles.

Ninth and Tenth grade students will:

- demonstrate a variety of proficient swimming strokes.
- use a variety of clubs competently to play a round of golf.
- keep a ball going with an opponent several times over the net in a game of tennis.
- play a game of volleyball using all the basic skills and strategies of the sport.
- perform a variety of dance forms (e.g., folk, country, social, and creative) with fluency and in time to accompaniment.
- apply biomechanical concepts and principles to analyze and improve performance of self and others.
- devise and perform a gymnastic routine after explaining the significance of some biomechanical principles to the skills involved.

Eleventh and Twelfth grade students will:

- participate in a tennis match using all of the basic skills, rules, and strategies with consistency.
- pass the Red Cross intermediate swimming requirements.
- get 9 out of 10 arrows on the target from 40 feet.
- navigate a kayak skillfully and safely through whitewater.
- use advanced offensive and defensive shots successfully in a racquetball game against an opponent of similar skill.
- demonstrate several skills in gymnastics before explaining some biomechanical principles that govern the movement.
- use internal and external information to modify movement during performance.

Standard 2: Students demonstrate competency in physical fitness.

Kindergarten students will:

- sustain moderate physical activity.

First grade students will:

- manage own body weight while hanging or climbing.

Second grade students will:

- move each joint through a full range of motion

Third grade students will:

- maintain appropriate body alignment during activity (e.g., lift, carry, push, pull)
- support, lift, and control body weight in a variety of activities.

Fourth grade students will:

- maintain continuous aerobic activity for a specified time.
- regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.

Fifth grade students will:

- participate in vigorous activity for a sustained period of time while maintaining a target heart rate.
- participate in games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.

Sixth grade students will:

- recover from vigorous physical activity in an appropriate length of time.
- correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning.

Seventh grade students will:

- participate in an individualized physical activity program designed with the help of the teacher.
- maintain a record of moderate to vigorous physical activity.
- engage in physical activity at the target heart rate for a minimum of 20 minutes.

Eighth grade students will:

- correctly demonstrate various weight training techniques.
- plan a circuit weight training program designed to meet physical fitness goals.
- participate in fitness-enhancing physical activities outside of school (e.g., gymnastic clubs, community sponsored youth sports).

Ninth and tenth grade students will:

- participate in health-enhancing activities that can be pursued in the community.
- analyze and evaluate a personal fitness profile.
- assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
- design and implement a personal fitness program.
- participate in a variety of physical activities for enhancing physical fitness.
- meet personal fitness goals after a period of training.

Eleventh and Twelfth grade students will:

- explain the overload principle and design a personal fitness program where this principle is in operation.
- participate regularly in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.
- willingly participate in games, sports, dance, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness.
- monitor exercise and other behaviors related to health-related fitness.
- maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.

Standard 3: Students demonstrate the knowledge of factors important to participation in physical activity.

Kindergarten students will:

- identify selected body parts, skills, and movement concepts.

First grade students will:

- identify changes in the body during physical activity.
- state reasons for safe and controlled movements.

Second grade students will:

- demonstrate safety while participating in physical activity.
- Recognize similar movement concepts in a variety of skills.

Third grade students will:

- select and categorize specialized equipment used for participation in a variety of activities.
- identify ways movement concepts can be used to refine movement skills.
- describe healthful benefits that result from regular and appropriate participation in physical activity.

Fourth grade students will:

- recognize fundamental components and strategies used in simple games and activities.
- describe essential elements of mature movement patterns.
- analyze potential risks associated with physical activities.

Fifth grade students will:

- monitor heart rate before, during, and after activity.
- identify opportunities in the school and community for regular participation in physical activity.
- identify benefits resulting from participation in different forms of physical activities.

Sixth grade students will:

- recognize that idealized images of the human body and performance as presented by the media, may not be appropriate to imitate.
- recognize that time and effort are prerequisites for skill improvement and fitness benefits.
- identify principles of training and conditioning for physical activity.
- identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.

Seventh grade students will:

- describe the principles of training and conditioning for specific physical activities.
- list long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
- plans a circuit weight training program designed to meet physical fitness goals.

Eighth grade students will:

- having observed a team of elite volleyball players, describe the characteristics that enable success in serving, passing, and spiking.
- maintain a record of moderate to vigorous physical activity.

Ninth and Tenth grade students will:

- describe and demonstrate the significance of some basic physiological principles to the development of a personal fitness program.
- identify personal behavior that supports and does not support a healthy lifestyle.
- analyze and compare health and fitness benefits derived from various physical activities.

Eleventh and Twelfth grade students will:

- design a long-term plan for self-improvement in a movement activity and explain the relationship of physical, emotional, and cognitive factors that influence the rate of improvement.
- identify the effects of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation.
- understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
- feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.
- use the results of fitness assessments to guide changes in his or her personal program of physical activity.

The following Physical Education expectations exceed the Colorado Model Content Standards. As a result of participating in a quality Physical Education, it would be reasonable to expect that the student would be able to perform the following.

Kindergarten students will:

- participate daily in vigorous physical activity.
- identify feelings that result from participation in physical activities.
- enjoy participation alone and with others.
- look forward to physical education classes.

First grade students will:

- identify appropriate behaviors for participating with others in physical activity.
- be considerate of others in physical activity settings.

Second grade students will:

- appreciate the benefits that accompany cooperation and sharing.
- accept the feelings resulting from challenges, successes, and failures in physical activity.

Third grade students will:

- identify activities that contribute to personal feelings of joy.
- design games, gymnastics and dance sequences that are personally interesting.
- appreciate differences and similarities in others' physical activity.

Fourth grade students will:

- distinguish between compliance and noncompliance with game rules and fair play.

- respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.
- enjoy feelings resulting from involvement in physical activity.
- celebrate personal successes and achievements and those of others.

Fifth grade students will:

- recognize the role of games, sports, and dance in getting to know and understand others of like and different cultures.
- seek out, participate with, and show respect for persons of like and different skill levels.

Sixth grade students will:

- describe ways to use the body and movement activities to communicate ideas and feelings.
- accept and respect the decisions made by game officials, whether they are students, teachers, or officials outside of school.
- choose to exercise at home for personal enjoyment and benefit.

Seventh grade students will:

- identify positive and negative peer influence.
- play within the rules of a game or activity.
- resolve personal conflicts with sensitivity to rights and feelings of others.
- make choices based on the safety of self and others.
- respect the physical and performance limitations of self and others.
- feel satisfaction when engaging in physical activity.
- enjoy learning new activities.

Eighth grade students will:

- consider the consequences when confronted with a behavior choice.
- handle conflicts that arise with others without confrontation.
- find positive ways to exert independence.
- temper the desire to “belong” to a peer group with a growing awareness of independent thought.
- accept a controversial decision of an official.
- demonstrate an understanding of the ways sport and dance influence American culture.
- display sensitivity to the feelings of others during interpersonal interactions.
- enjoy the aesthetic and creative aspects of performance.
- become more skilled (e.g., learning strategy, additional skills) in a favorite activity.

Ninth and Tenth grade students will:

- slide into a base in a manner that avoids injury to the defensive player.
- choose an activity because they enjoy it not because their friends are in it.
- volunteer to replay a contested shot in tennis.
- walk away from verbal confrontation.

- acknowledge good play from an opponent during competition.
- listen to all sides before taking action in conflict situations.
- discuss the historical roles of games, sports, and dance in the cultural life of a population.
- enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
- identify participation factors that contribute to enjoyment and self-expressions.
- contribute meaningfully to the achievement of a team.

Eleventh and Twelfth grade students will:

- encourage others to apply appropriate etiquette in all physical activity settings.
- respond to inflammatory situations with mature personal control.
- diffuse potential conflicts by communicating with other participants.
- create a safe environment for their own skill practice.
- take a supportive role in an activity.
- cheer outstanding performances of opponents as well as the “favored” team.
- identify the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation.
- display a willingness to experiment with the sport and activity of other cultures.
- develop strategies for including persons of diverse backgrounds and abilities in physical activity.
- derive genuine pleasure from participating in physical activity.
- enter competition or activity voluntarily.