

Background

Content Standards are general statements of what a student should know or be able to do relative to a particular academic area. A rationale statement accompanies each content standard. Benchmarks describe what most students should understand and be able to do at specified grade levels to meet each standard. The development and implementation of state content standards were mandated in May, 1993, by Colorado Revised Statute HB93-1313.

Local standards must meet or exceed state standards. Standards listed in the following table are comparable to the three Colorado standards and exceed them with a fourth standard describing safe, responsible behavior in physical education settings. These standards otherwise follow the format of the Colorado standards, including the division of standards into three levels: kindergarten through fourth grade (i.e., a description of what students should know and be able to do by the end of fourth grade), fifth through eighth grade, and ninth through twelfth grade. Language contained in these standards includes some technical jargon that is defined in the glossary of the Colorado Model Content Standards. (A copy of the Colorado Model Content Standards, including the glossary, is available at <http://www.cde.state.co.us/asindex.html>.)

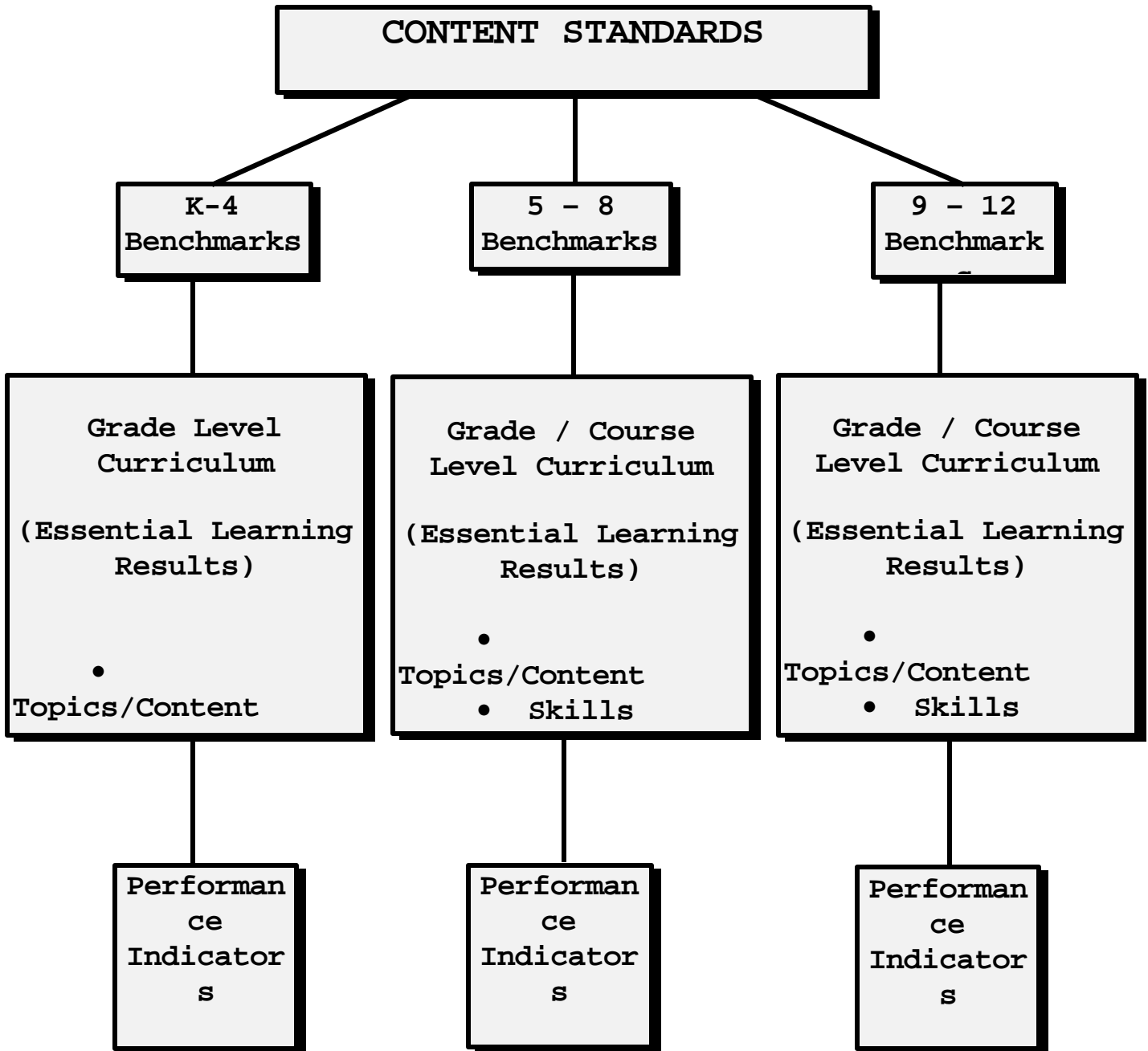
Standards development was begun during the winter of 1999 by physical education teachers. (A list of teachers on the physical education curriculum task force is provided in Appendix, page 10). By May, 1999, two drafts had been completed. Available curriculum task force members met on May 27, 1999, to make final revisions and establish proposed standards. In June, 1999, proposed standards were posted on the District web site for public comment and forwarded to the Board of Education.

Curriculum implementation follows the adoption of standards. Revised curriculum documents will include standards, rationale, benchmarks, and the specific grade level or subject area curricula. A scope and sequence of skills and content will be developed for K-12 to illustrate how specific skills are introduced, practiced, and independently applied throughout the student's educational career. Performance assessments will provide a means for helping students reach proficiency levels and reporting overall District performance patterns. The assessments will indicate whether a student has met, exceeded, or continues to need additional work to meet the standards. This process will help to ensure that we have a system that is accountable for student learning.

Comparison of Colorado and BVSD Content Standards

Colorado Content Standards (Adopted 12/11/97)	BVSD Content Standards (Adopted 6/24/99)
1. Students demonstrate competent skills in a variety of physical activities and sports.	1. Students demonstrate skills and apply concepts to a variety of physical activities.
2. Students demonstrate competency in physical fitness.	2. Students demonstrate the components of health-related physical fitness.
3. Students demonstrate the knowledge of factors important to participation in physical activity	3. Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.
	4. Students demonstrate safe, responsible behavior in physical education settings.

HOW STANDARDS AND CURRICULUM FIT TOGETHER



Physical Education Standard 1: Students demonstrate skills and apply concepts to a variety of physical activities.

RATIONALE

As with all academic areas, basic skills in physical education are the foundation for future success. Students initially learn to move skillfully by practicing fundamental movement skills and receiving feedback on their performance from teachers. Once students have developed fundamental skills, they extend their knowledge of movement by applying their skills to an increasing variety of physical activities. Knowledge and application of movement skills help enable students to lead active, healthy lives beyond school.

In order to meet this standard, students will:

- **demonstrate knowledge and application of fundamental movements skills;**
- **move, using an understanding of the movement framework concepts of body, space, effort, and relationship;**
- **demonstrate competency in a variety of developmentally appropriate movement skills;**
- **apply movement skills to new activities and sports;**
- **demonstrate knowledge and application of rules, strategies and behaviors in a variety of physical activities and sports; and**
- **demonstrate knowledge that physical education activities such as dance and sports come from a variety of cultural, historical, ethnic and national origins.**

*In **Grades K-4**, what students know and are able to do includes*

- chasing, fleeing and dodging in game-like settings;
- leaping, leading with either foot (*e.g., hurdles, dance patterns*);
- consistently entering, jumping and exiting a rope turned by others;
- repeatedly jumping a self-turned rope;
- jumping for height and distance, landing with proper body alignment;
- transferring weight from feet to hands at fast and slow speeds using large extensions (*e.g., mulekick, handstand, cartwheel*);
- developing patterns and combinations of movements into repeatable sequences (*e.g., dance, jump rope, gymnastics*);
- balancing, with control, in static and dynamic positions (*e.g., in a headstand or tripod position, on a balance board or fitball*);
- maintaining appropriate body alignment during activity (*e.g., lift, carry, push, pull*);
- hand dribbling a ball, maintaining control, while traveling within shared space (*space shared with other students*);

- foot dribbling a ball and maintaining control while traveling within shared space;
- striking a ball back to a partner or target using a variety of body parts (*e.g., open palm, instep of foot*);
- striking a ball with a bat or racquet using proper body alignment and grip techniques;
- throwing overhand demonstrating accuracy and force to target or partners;
- catching with proper technique a ball rebounding from a wall or thrown by a partner;
- drop kicking a ball to targets or partners with proper technique;
- punting a ball to targets or partners with proper technique;
- recognizing strategies used in simple games and activities;
- identifying ways movement concepts can be used to refine movement skills (*e.g., effort, space, force, flow*); and
- describing essential elements of mature movement patterns.

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- combining skills to participate effectively in team and individual activities, including modified versions of such activities (*e.g., an activity played with fewer players, a different field or different rules than usual*);
- using basic offensive and defensive strategies while playing a sport, including modified versions of a sport;
- identifying and following rules while playing sports and games; and
- demonstrating basic rhythmic or dance patterns.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- applying scientific principles to learning and improving skills;
- demonstrating knowledge of rules and regulations specific to a physical activity;
- identifying and explaining the cultural, ethnic and historical roles of games, sports and dance;
- comparing and contrasting the strategies of defense and offense in various sports;
- demonstrating competency in one team-related activity or sport, through the execution of defensive and offensive strategies (*e.g., soccer, softball, basketball, floor/field hockey, volleyball*);
- demonstrating competency in one individual activity (*e.g., aquatics, dance, gymnastics, golf, archery, adventure activities, and weight training*); and
- demonstrating competency in one dual sport or game displaying an understanding of how it is played (*e.g., tennis, badminton, racquetball, frisbee, handball*).

Physical Education Standard 2: Students demonstrate the components of health-related physical fitness.

RATIONALE

Through regular participation in physical activity, students will develop appropriate levels of physical fitness. By obtaining and maintaining appropriate levels of fitness, students will be able to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.

In order to meet the standard, students will:

- **develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility;**
- **develop performance-related or motor skill fitness components: agility, balance, coordination, power, reaction time, and speed;**
- **demonstrate an understanding that physical fitness is a part of a wellness program; and**
- **design and use personal fitness programs and appropriate technology to achieve and maintain physical fitness.**

*In **Grades K-4**, what students know and are able to do includes*

- maintaining continuous aerobic activity during warm-ups, games and dance activities; and
- demonstrating activities that develop muscular strength, endurance and flexibility components.

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- participating in sustained aerobic and anaerobic activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits; and
- developing health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- sustaining and maintaining a moderate aerobic activity to achieve cardiovascular benefits;
- demonstrating fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength and flexibility (*e.g., overloading a specific muscle to improve endurance*);
- demonstrating how to set goals for improvement in the areas of health-related fitness; and implementing and refining a fitness plan based on personal goals; and
- implementing and refining a fitness plan based on personal goals.

Physical Education Standard 3: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

RATIONALE

Research indicates that good physical health contributes positively to performance in academic settings and the workplace. Knowing how to make safe, healthy, and informed decisions about physical activity improves students' chances for success later in life.

In order to meet this standard, students will:

- **identify and describe the benefits, risks and safety factors associated with regular participation in physical activity;**
- **demonstrate knowledge of biomechanical principles that apply to the development of movement skills (for example, the analysis of a tennis swing or of shooting a basket); and**
- **demonstrate the ability to set personal and group activity goals, including using appropriate technology.**

*In **Grades K-4**, what students know and are able to do includes*

- identifying benefits that result from health-related fitness activities;
- identifying benefits that may result from applying technology in physical education settings (*e.g., using heart rate monitors and other forms of performance feedback*); and
- identifying and applying basic fitness concepts: frequency, intensity, time, and type of physical activity.

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- understanding physical fitness concepts and the benefits of an active, healthy life-style;
- understanding principles of training and conditioning such as safety factors and knowledge required in a variety of muscular endurance and strength activities; and
- understanding the necessity for warming up prior to and cooling down at the completion of all fitness activities.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- understanding how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle;
- identifying performance-related factors that contribute to participation in physical activity;

- investigating the time, cost, available technology and participation requirements involved in a choice of physical activities;
- evaluating risks and safety factors that may affect physical activity throughout life; and
- analyzing biomechanical principles involved in sports to improve performance and reduce injury.

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

RATIONALE

Successful participation in many physical activities involves interaction with others. By learning sports etiquette, sportsmanship, and consideration of others in physical education settings, students will enable themselves to participate successfully in physical activities throughout their lives.

In order to meet this standard, students will:

- **cooperate with others in safely undertaking physical activity; and**
- **demonstrate principles of sportsmanship.**

*In **Grades K-4**, what students know and are able to do includes*

- exhibiting consideration for and cooperation with classmates and teachers (*e.g., taking turns, sharing equipment, using supportive comments, resolving conflicts appropriately*); and
- working safely and productively during activity time (*e.g., self initiated or assigned task*).

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- demonstrating conduct appropriate for engaging in physical activity, including conflict resolution when needed; and
- developing an understanding of the need for respecting physical and performance limitations of self and others.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- demonstrating respect for physical and performance limitations of self and others while participating in physical activities; and
- demonstrating cooperative participation, sportsmanship and etiquette specific to an activity.

1999 Physical Education Curriculum Task Force Reps

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Anne Spalding Crest View Elem	Rich Cendali Douglass Elem
Jackie Bedwell Eisenhower Elem	Susan Hausle Emerald Elem
Mary Ann Briggs Fairview HS	Anne Turnacliff Fireside Elem
Gary Pine Flatirons Elem	Sue Brittenham Foothill Elem/Crest View Elem
Sue Witmer Heatherwood Elem	Norm Hauber Kohl Elem
Kathleen Allen Lafayette Elem	Rick Natter Louisville Elem
Floyd Godwin Louisville Mid	Susan Riley Monarch High
Terry Prince Monarch K-8	Judy Stone Nederland High
Suzan Metz Ryan Elem	Pat Kayser Sanchez Elem/Douglass Elem
Joyce Klauka Southern Hills Mid	Barbara Boschen University Hill Elem
Bruce Buchanan Washington Bilingual Elem	Amy Sherman Whittier Elem/Gold Hill Elem