21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado’s Description of 21st Century Skills
Colorado’s description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today’s students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado’s 21st century skills, as follows:

Critical Thinking and Reasoning
Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

Information Literacy
The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

Collaboration
The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

Self-Direction
Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

Invention
The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.
Readington Middle School’s health and physical education teachers provide students with engaging and relevant learning experiences on a daily basis. The department firmly believes that each child’s well-being is a top priority and during their time in middle school they should develop a skill set that will make them more knowledgeable about living a healthy lifestyle. The various activities, games and lessons have changed over the years, but the notion of “take care of yourself and take care of each other” rings true again and again. Each and every day students are engaged in life lessons, cardiovascular exercise and games that promote sportsmanship. Below you will find examples of how learners are exposed to a wide array of meaningful learning experiences that promote a healthy way of life and focus on 21st century learning skills.

Currently in 8th grade health class students are working on a video in connection with a unit on alcohol. The students began by looking at the topics covered in the chapter. Using http://www.todaysmeet.com students generated questions they thought were appropriate to research based on the chapter headings. Questions were then combined into a word document and
posted to the class Edmodo page. Students then went onto the Edmodo page and looked at the question list. Their task was to organize the questions into subject categories, delete repeat questions, and add or amend any questions as they thought necessary. Once they organized the questions the students were put into groups based on the categories they created and filmed a three part video in response to those questions. The students structured their video as a talk show, a news broadcast, and/or a public service announcement. Once the three parts were finished students put the video together to make one “television” broadcast.

In PE students just finished up the jump rope/hoops for heart campaign and learned about cardiovascular disease. Monies raised from this initiative were donated to the American Heart Association to help people in need. Videos and pictures were taken of students participating and brought an overall sense of pride to the school community. Students have also been introduced to new sports such as handball, tchuckball, and Finnish baseball. In the near future students will be making their way taking onto the project adventure/low elements course and focus on such skills as communication, teamwork and trust.

Throughout other various health classes web 2.0 tools are being utilized such as http://www.todaysmeet.com, http://www.livebinders.com, http://www.gapminder.com, http://taggalaxy.de/, and http://www.prezi.com. These great tools are incorporated to help aid in student learning. Students find these new tools fun and very easy to use. The best part about web 2.0 tools is that they are free and require little to no information from the students to use them. Over the course of a given school year in health class such resources as UnitedStreaming, MakeBeliefComix and MyPlate.gov are integrated to help students further comprehend topics presented during a lesson.

One health project in particular, focusing on tobacco, had students researching using web 2.0 tools. The researched websites and notes were then saved using http://www.livebinders.com and transformed into Prezi presentations to share with the rest of their classmates. Students loved using http://www.livebinders.com when they research because it saves all the websites they find and their time is not wasted. Another
favorite tool of health teachers and students is http://taggalaxy.de/ (http://taggalaxy.de/). It is sometimes referred to as “google images on steroids” and contains a huge flickr domain that has millions of specific pictures for free.

As you can see the Readington Middle School wellness department sets very high standards for students and stresses the importance of incorporating healthy habits on a consistent basis. 21st century skills focusing on collaboration, technology integration and problem solving are continually weaved into health and physical education classes which prepares students for the world they will live in ten years down the road. Our wonderful wellness staff stays on top of best practice teaching techniques by attending professional conferences such as the recent ASCD Conference in Philadelphia, and expanding their PLNs through such vehicles as Twitter. The goal for all students involved in health and physical education programs is to learn how to live healthy and active lives. There is no doubt that there is nothing more engaging and relevant then taking care of your body and understanding the importance of staying physically fit.

By: RMS Wellness Department

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### Curriculum Development Course at a Glance
Planning for 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
<td>8th Grade</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level Expectations (GLE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Movement Competence and Understanding</strong></td>
<td>1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development</td>
<td>PE09-GR.8-S.1-GLE.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Understand and apply game strategies to physical activities and sports</td>
<td>PE09-GR.8-S.1-GLE.2</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Physical and Personal Wellness</strong></td>
<td>1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities</td>
<td>PE09-GR.8-S.2-GLE.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Identify preferences for lifetime physical activity</td>
<td>PE09-GR.8-S.2-GLE.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Determine one’s responsibility for developing skills, acquiring knowledge, and achieving fitness</td>
<td>PE09-GR.8-S.2-GLE.3</td>
<td></td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

### Unit Titles

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Health</td>
<td>6 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Game Strategies</td>
<td>6 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Creative Movement</td>
<td>6 weeks</td>
<td>3</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview
### Unit Planning for 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Personal Health</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Fitness</td>
<td>6 weeks</td>
<td>PE09-GR.8-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.8-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.8-S.2-GLE.1</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td></td>
<td></td>
<td>PE09-GR.8-S.2-GLE.2</td>
</tr>
<tr>
<td>- Which component of health-related fitness is most important, and why? (PE09-GR.8-S.2-GLE.2-EO.b; IQ.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Why are fitness plans not &quot;one size fits all?&quot; (PE09-GR.8-S.2-GLE.1-EO.a; IQ.2; RA.2; N.2)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- What do you think of your personal fitness assessment results, and what changes should you make in your exercise routine to improve those results? (PE09-GR.8-S.2-GLE.3-EO.b; IQ.2; RA.2; N.2)</td>
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</tbody>
</table>

### Unit Strands
- Movement Competence and Understanding in Physical Education
- Physical and Personal wellness

### Concepts
- Creativity, Application, Reflection, Knowledge, Analyze

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of health related fitness provides for basis for optimal physical and personal wellness. (PE09-GR.8-S.2-GLE.2-EO.b; IQ.1)</td>
<td>What is health related fitness?</td>
<td>Why is it important to lead a healthy lifestyle?</td>
</tr>
<tr>
<td>Application of healthy lifestyle skills often requires personal reflection and lifestyle changes. (PE09-GR.8-S.2-GLE.3-EO.b; IQ.2; RA.2; N.2)</td>
<td>What are healthy lifestyle skills?</td>
<td>How do you demonstrate healthy lifestyle skills?</td>
</tr>
<tr>
<td>Creativity in a personal fitness planning demonstrates skillful application of fitness knowledge. (PE09-GR.8-S.2-GLE.1-EO.a; IQ.2; RA.2; N.2)</td>
<td>What does your personal fitness plan show?</td>
<td>How does your personal fitness portfolio include health related fitness? What is your favorite adventure sport?</td>
</tr>
</tbody>
</table>

Authors of the Sample: Andrew Cura (Pueblo City 60); Jo Dixon (Poudre School District); Cindy Erickson (San Juan BOCES)

8th Grade, Physical Education
Complete Sample Curriculum — Posted: January 31, 2013
Key Skills:
My students will be able to (Do)...

- Set realistic fitness goals. (PE09-GR.8-S.2-GLE.3-EO.b)
- Accumulate a recommended number of minutes of MVPA outside of Physical Education class. (PE09-GR.8-S.2-GLE.3-EO.d)
- Design and participate in activities that will improve all components of health related fitness. (PE09-GR.8-S.2-GLE.3-EO.e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in can demonstrate the ability to apply and comprehend critical language through the following statement(s):

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Identifying, implement, accumulate, adequate</th>
</tr>
</thead>
</table>

Technical Vocabulary: flexibility, core strength, fitness level, health related fitness, body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength, fitness, goals, physical activity, developmentally appropriate physical activities, moderate to vigorous physical activity, nutrition, weight management

Authors of the Sample: Andrew Cura (Pueblo City 60); Jo Dixon (Poudre School District); Cindy Erickson (San Juan BOCES)
## Curriculum Development Overview
### Unit Planning for 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Game Strategies</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Tactics</td>
<td>6 weeks</td>
<td>PE09-GR.8-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
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<td>PE09-GR.8-S.1-GLE.1</td>
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<tr>
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<td></td>
<td>PE09-GR.8-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.8-S.2-GLE.2</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):
- Is it better to have a strong offense or a strong defense? Why? (PE09-GR.8-S.1-GLE.2-EO.a; IQ.1; RA.2; N.2)
- To what extent does strategy influence performance in competitive games and activities? (PE09-GR.8-S.1-GLE.2-EO.c; IQ.3; RA.1; N.1,2)
- Which physical activities do you enjoy performing in the rain or snow? (PE09-GR.8-S.2-GLE.1-EO.c; IQ.3; N.2)

### Unit Strands
- Movement Competence and Understanding in Physical Education
- Physical and Personal wellness

### Concepts
- Application, Knowledge, Safety, Enjoyment, Integrity.

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of game strategy often increases personal enjoyment of physical activity. (PE09-GR.8-S.1-GLE.2-EO.c; IQ.3; RA.1; N.1,2)</td>
<td>What are the critical components of game strategy?</td>
<td>How do you demonstrate game strategy?</td>
<td></td>
</tr>
<tr>
<td>Safety in physical activity helps develop personal success with and enjoyment of an activity. (PE09-GR.8-S.2-GLE.1-EO.c; IQ.3; N.2)</td>
<td>What does safety add to the success or strategy of a game?</td>
<td>How can unsafe behavior affect a game?</td>
<td></td>
</tr>
<tr>
<td>Offensive and defensive strategies define and maintain a game’s integrity. (PE09-GR.8-S.1-GLE.2-EO.a; IQ.1; RA.2; N.2)</td>
<td>What do you do to contribute to the offensive and defensive side during game play?</td>
<td>How do you show integrity during game play? As a defense, how does one decide where to force the offense to move with the ball in an invasion game?</td>
<td></td>
</tr>
</tbody>
</table>

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Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

Key Skills:
My students will be able to (Do)...

- Diagram, explain and justify offensive and defensive strategies in net/wall, target, invasion, fielding/run scoring games. (PE09-GR.8-S.1-GLE.2-EO.c)
- Demonstrate basic offensive and defensive skills and strategies in games and sports. (PE09-GR.8-S.1-GLE.2-EO.a)
- Identify offensive and defensive skills and strategies in games and sports. (PE09-GR.8-S.1-GLE.2-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Individuals who learn to apply game strategy will be able to develop and teach a game that incorporates an offensive and defensive space, a penalty system, and a scoring system.

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Technical Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>diagram, explain, justify</td>
<td>offensive and defensive strategies, net/wall, target, invasion, fielding/run scoring games, penalty system</td>
</tr>
</tbody>
</table>
High School

Standard: Movement Competence and Understanding in Physical Education

Concepts: Participate at a competent level in a variety of lifelong physical activities. Understand the cognitive impact of movement. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings.

Questions:
- Why is it important to know muscle names and how they function?
- How can being physically active positively affect your social environment?
- Understand and create a fitness plan that meets the individuals' wellness goals.
- Individuals that participate in regular Physical Activity tend to be more involved in a recreational component of society.
- Individuals who acknowledge that different body types perform and respond to physical activity in a variety of ways.

Standard: Physical and personal Wellness in Physical Education

Concepts: Establish goals based on fitness and assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan. Identify community resources to maintain lifelong physical activity. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education.

Questions:
- How can a person/student explain their fitness plan to a parent and/or a guardian?
- How could a person/student monitor his/her fitness goals?
- Individuals visit different gyms to compare services.
- Individuals critique another individual fitness plan.
- Develop a fitness plan for a friend, family member or teacher.
- As a student you should learn your proper weight and cardio fitness for your age level.
- Each student should learn body weight exercises for his or her age bracket to grow fitness.
- With exercise being one of the main factors in growth of brain cells, shouldn't all individuals develop a lifelong exercise program?
High School

Standard: Emotional and Social Wellness in Physical Education

Concepts: Demonstrate respect for individual differences in physical activity settings. Demonstrate collaboration, cooperation, and leadership skills. Demonstrate responsible behavior in group settings.

Questions:

- Have you allowed for a time for students to teach/coach?
- Why is it important to self-coach/teach?
- Why is it important to have equality in a team setting?
- How will this transfer into life outside of sports?
- What are the effects of positive actions during a sporting event?
- What is a positive way to dissolve a conflict between your teammates during a practice/event?

Standard: Prevention and Risk Management in Physical Education

Concepts: Understand the risks and safety factors that may affect participation in physical activity. Demonstrate knowledge of safety and emergency response procedures.

Questions:

- Why is it important to have an emergency plan?
- Why is it important to practice the steps of an emergency plan?
- Students establish an emergency action plan for various facilities within the school.
- Students participate in mock first aid scenarios and respond appropriately.
- Everyone can play a role in illness/injury situations.
- How does your individual safety and behavior affect those around you?
- What is the importance of a proper warm up and cool down?
- Individuals will be able to demonstrate proper positioning while spotting lifting partners.
- Student creates an appropriate warm up and cool down routine.
- Participation in physical activity requires knowledge and demonstration of kinesthetic awareness.
### Prepared Graduates:

- Achieve and maintain a health-enhancing level of physical fitness.

### Concepts and Skills Students Master:

1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan.

### Evidence Outcomes

#### Students Can:

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skill and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities (DOK 1-4)</td>
<td>1. When one experiences a plateau in his or her fitness plan, what are options to consider?</td>
</tr>
<tr>
<td>b. Design and participate in activities that improve all components of health-related fitness (DOK 1-3)</td>
<td>2. How does one know that a fitness plan is effective?</td>
</tr>
<tr>
<td>c. Assess the components of health-related physical fitness (DOK 1-3)</td>
<td>3. How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?</td>
</tr>
<tr>
<td>d. Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria (DOK 1-3)</td>
<td>4. How does your fitness plan compare to a friend’s fitness plan?</td>
</tr>
<tr>
<td>e. Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components (DOK 1-4)</td>
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</tr>
<tr>
<td>f. Evaluate individual measures of physical fitness in relationship to patterns of physical activity (DOK 1-3)</td>
<td></td>
</tr>
<tr>
<td>g. Plan an extended personal physical fitness program in collaboration with an instructor (DOK 1-4)</td>
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</tbody>
</table>

### Inquiry Questions:

1. When one experiences a plateau in his or her fitness plan, what are options to consider?
2. How does one know that a fitness plan is effective?
3. How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?
4. How does your fitness plan compare to a friend’s fitness plan?

### Relevance & Application:

1. Individuals investigate such as by performing an Internet search the economic impact of being healthy.
2. Individuals use health-related fitness software to compare fitness performance over several years.
3. Individuals use the Internet to research a physical fitness plan that integrates workplace activities.

### Nature Of:

1. Continually reassess fitness levels in order to establish and work toward meaningful goals.
2. Regular assessment of physical activity is important for physical well-being.
3. Be personally responsible for and monitor one’s own physical fitness goals.
### Prepared Graduates:  (Click on a Prepared Graduate Competency to View Articulated Expectations)

- Participate regularly in physical activity

### Concepts and skills students master:

2. Identify community resources to maintain lifelong physical activity

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students Can:</th>
<th>21st Century Skill and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and access physical activity opportunities in the communities (DOK 1-3)</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td>b. Explain the requirements such as cost involved with participation in a variety of physical activities (DOK 1-3)</td>
<td>1. Should insurance companies pay for memberships to health clubs if they will help to prevent chronic diseases?</td>
</tr>
<tr>
<td>c. Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities (DOK 1-3)</td>
<td>2. How do TV commercials and other fitness advertisements try to influence one to buy certain products, and how does one decide on quality fitness facilities, equipment, and activities?</td>
</tr>
<tr>
<td>d. Evaluate the availability and quality of fitness resources in the community (DOK 1-4)</td>
<td>3. If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost?</td>
</tr>
<tr>
<td></td>
<td>4. If you lived in a social sphere with absolutely no fitness resources such as facilities, modern equipment, or the Internet, what would you do to reach and maintain optimal levels of health and fitness?</td>
</tr>
</tbody>
</table>

### Relevance & Application:

1. Individuals access resources for physical activity participation throughout a lifetime such as public gyms, parks, and swimming pools.
2. Individuals use a blog to compare and contrast physical activity opportunities in their community.
3. Individuals select a piece of sporting equipment, and conduct Internet research and analysis of brands and cost.
4. Individuals compare the cost of participating in an outdoor adventure sport such as mountain biking and a community-organized sport such as basketball.
5. Individuals analyze the physical fitness messages in sports and athletic-related television advertisements.

### Nature Of:

1. There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves quality of life now and in the future.
2. Regular participation in physical activity requires access to opportunities in the wider community.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
4. The revolution of health and fitness in the world and our nation is an ongoing evolution.
5. There are a number of ways to get physical activity outside of school.
Prepared Graduates: (Click on a Prepared Graduate Competency to View Articulated Expectations)

- Participate regularly in physical activity

**Concepts and skills students master:**
3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skill and Readiness Competencies</th>
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<tbody>
<tr>
<td>Students Can:</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td>a. Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle (DOK 1-3)</td>
<td>1. How should physical activity be prioritized between work and school?</td>
</tr>
<tr>
<td>b. Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week (DOK 1-3)</td>
<td>2. Why is using a variety of physical activities important?</td>
</tr>
<tr>
<td>c. Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor (DOK 1-2)</td>
<td>3. What are the pros and cons of participating in a variety of physical activities versus specializing in one sport or activity?</td>
</tr>
<tr>
<td>d. Explain the benefits of participation in a variety of physical activities (DOK 1-3)</td>
<td>4. If you had a chance to address the U.S. President and Congress about the importance of physical activity, what would you say?</td>
</tr>
<tr>
<td>e. Demonstrate effective time management skills that allow opportunities for physical activity during the day (DOK 1-3)</td>
<td>5. How are your current fitness goals likely to change over time?</td>
</tr>
<tr>
<td>f. Demonstrate the ability to monitor and adjust activity to meet personal goals (DOK 1-4)</td>
<td>Relevance &amp; Application:</td>
</tr>
<tr>
<td>g. Participate in a variety of self-selected physical activities, and evaluate the value of each as it relates to personal fitness goals</td>
<td>1. Individuals make physical activity a part of an individual lifestyle at home.</td>
</tr>
</tbody>
</table>

**Nature Of:**
1. There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves the quality of one’s life now and in the future.
2. Taking responsibility for one’s own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. There are a number of ways to get physical activity outside of school.
Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.

### Verbs that demonstrate **Critical Thinking**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>SYNTHESIS</th>
<th>ANALYSIS</th>
<th>APPLICATION</th>
<th>COMPREHENSION</th>
<th>KNOWLEDGE</th>
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<tr>
<td>Appraise</td>
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<td>Appraise</td>
<td>Complete</td>
<td>Describe</td>
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<td>Appraise</td>
<td>Compare</td>
<td>Discuss</td>
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<td>Appraise</td>
<td>Construct</td>
<td>Explain</td>
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<td>Appraise</td>
<td>Contrast</td>
<td>Employ</td>
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<td>Construct</td>
<td>Express</td>
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<td>Evaluate</td>
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</table>
Bloom's Taxonomy Quick Sheets

http://edorigami.wikispaces.com/file/view/Bloom%27s+quicksheets.pdf
Standards Based Report Card Information
- Open the DPS home page http://www.dpsk12.org
- Look to the right under Updates
  - Click on Standards Based Report Card Information
  - Scroll down the page to find the appropriate topics

Physical Education Page
- Open the DPS home page http://www.dpsk12.org
- Look to the left and click on Departments
  - Click on Curriculum and Instruction
  - Look to the left and click on Physical Education
  - Under Physical Education see various topics listed

Educational Resources

AAHPERD
http://www.aahperd.org/index.cfm
The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion, and education and all specialties related to achieving a healthy lifestyle.

COAHPERD
http://www.coahperd.org/
Our mission is to provide leadership, professional development, and advocacy for health, physical education, recreation, and dance professionals in the state of Colorado.

NASPE's Teacher Toolbox
The Teacher Toolbox posts programs each month with physical activity ideas and energy release activities for the classroom and positive promotion ideas for bringing physical activity into your community. Also in each month's Teacher Toolbox you will find a seasonal coloring page, physical education vocab builder, monthly health observances and the monthly elementary and secondary fitness calendars in English and Spanish.

Jump Rope For Heart!
http://www.americanheart.org/presenter.jhtml?identifier=2360
Jump Rope For Heart is a national educational fund-raising program that is sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
PE Central
http://www.pecentral.com/
The latest information about developmentally appropriate physical education programs for children and youth. We invite you to share a lesson idea which are reviewed by our editorial team.

P.E. Links 4 U
http://www.pelinks4u.org/
An online resource for K – 12 physical educators with unit plans, health, fitness, and technology in physical education.

PE 4 Life
http://www.pe4life.org/
PE4life offers the unique ability to transform the lives of students, teachers, schools, and communities by providing knowledge and expertise through our Program Service Packages.

Awesome Library
http://www.awesomelibrary.org/Library/Materials_Search/Lesson_Plans/Physical_Education.html
Awesome Physical Education worksheets and lesson plans

Great Activities Publishing Company
https://www.greatactivities.net/
This website will provide you with access to scores of the finest physical education books, workshops, and products on today's market! Because of this focus on "field-tested" ideas and activities, you will find the activities insightful, easy-to-follow, and exciting for your students.

Human Kinetics
http://www.humankinetics.com/
Human Kinetics is committed to providing quality informational and educational products in the physical activity and health fields.

Polar USA
http://www.polarusa.com/aboutpolar/about_con.asp
Providing everybody involved in physical activity with the personal fitness solution looking for the most effective method of exercising to help them achieve their improvement goals. Heart rate monitoring is only part of what we do.
Equipment Ordering and Purchasing Guidelines

Physical Education Purchasing Guidelines
See file

Sportime a member of U.S Communities
http://www.sportime.com/
Products that change the way Physical Education is taught by developing teaching tools that validate important physical education principles such as inclusion, cognition and critical thinking

BSN Sports
http://www.bsnssports.com/
Sporting goods products directly to the institutional and team sports marketplace.

US Games
http://us-games.com/

Gopher Sports
http://www.gophersport.com/
Offers sports equipment and accessories. Also offers books and electronics.

Flaghouse.
http://www.flaghouse.com/
Your source for pe equipment, coordinated approach to child health, sensory stimulation, equipment for special needs

S&S Worldwide
http://www.ssww.com/store/browse/grp=SPF/
Physical education equipment and supplies. recreational and playground equipment, team sports equipment, and coaching equipment

Cannon Sports
http://www.cannonsports.com/
A vast selection of the popular sporting goods products to choose from.
Articles

Current News & Information from the PE 4 Life web site
http://www.pe4life.org/sub/News/index.cfm

Not your parent's P.E. class

A Better Brain: Does Exercise Help Your Mental Power?
http://www.nbc5.com/health/13299121/detail.html?d1=mainclick

Play time predicament

How students spend their day is the center of a recess tug-of-war

'New PE' objective: Get kids in shape

Trust for America's Health study calls for restoring physical education classes in schools
F as in Fat: How Obesity Policies are Failing in America, 2007
http://healthyamericans.org/reports/obesity2007/

New Report Finds U.S. Obesity Epidemic Continues to Grow
http://www.aahperd.org/index.cfm

No Time to Lose in Physical Education Class
http://www.aahperd.org/naspe/template.cfm?template=pr07_1106.htm
A recently released Centers for Disease Control and Prevention (CDC) study shows that while the great majority of schools do provide physical education, the amount of class minutes per week in most schools does not meet national recommendations.

NASPE Urges Parents to Monitor Physical Activity Levels of Their Children
Press release from the National Association for Sport and Physical Education (NASPE) regarding Walk to School Day
Group Members

Directions

Your group’s task is to create a new version of volleyball...Volleyball Xtreme. It must contain the basic volleyball skills of passing and serving, but with new rules. This could include a new kind of ball, new positions, and a new scoring system. One person on your team will wear a pedometer to be sure players get at least 500 steps in 10 minutes of game play. Follow the criteria below and fill in all of the information needed to explain your new game. When finished designing your version of Volleyball Xtreme, play it with another group. Then, try out their version. Help each other refine and make changes to rules and set-up as needed.

Criteria
• It is fun for all skill levels.
• It uses at least 3 skills you have learned in volleyball:
  • Forearm pass
  • Overhead pass
  • Underhand serve
  • Overhand serve
• It has an Xtreme name.
• At least ½ of the players are moving at all times, or all of the players are moving at least ½ of the time.
• The pedometer wearer must reach at least 500 steps in 10 minutes of play.
• You must have at least 3 rules that make your version different than regular volleyball.
• Offensive and Defensive strategies are explained to help all teams be more successful.

New Version Name: ___________________________ # of Teams: ______

New Rules:
1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________

Other comments:
Partner A: 

Partner B: 

Guidelines

- Develop a routine with the goal of improving basketball ball-handling skills.
- Include at least 4 different ball-handling skills in your routine. You may use the same skill more than once. However, your routine must include at least 4 different ball-handling skills.
- The routine must last at least 1 minute.
- Perform skills under control and with good form.
- Transition between movements must be quick and smooth.
- Consider ways to work together with your partner while doing each skill.
- Make it creative and fun to watch. Use music if you like.
- Write your routine on this card.

Write Your Routine Here

<table>
<thead>
<tr>
<th>Skill or Transition</th>
<th>Counts</th>
<th>Skill or Transition</th>
<th>Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>9.</td>
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<td>3.</td>
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<td>10.</td>
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<td>4.</td>
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<td>11.</td>
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<td>5.</td>
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<td>12.</td>
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<td>6.</td>
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<td>13.</td>
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<tr>
<td>7.</td>
<td></td>
<td>14.</td>
<td></td>
</tr>
</tbody>
</table>
“Language Barrier”

You are playing a new game you just learned. You notice that the new student, who is an English-language learner, and in the group you are opposing, seems very confused about the rules. His groupmates keep yelling at him.

Coulda: What could you do? Briefly list 3 things you could do.

1. _________________________________________________________________________

2. _________________________________________________________________________

3. _________________________________________________________________________

Shoulda: What should you do? Write 2-3 sentences describing what you should do in this situation.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Woulda: What would you do? Write a full paragraph describing in detail what you would actually do in this situation.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
Sample **Language Supports**: “The Magic Three”

<table>
<thead>
<tr>
<th>SENSORY SUPPORTS</th>
<th>VISUAL SUPPORTS</th>
<th>GROUP SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Manipulatives</td>
<td>■ Graphic organizers</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>■ Creating Illustrations, diagrams &amp; drawings</td>
<td>■ Maps</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>■ Magazines &amp; newspapers</td>
<td>■ Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>■ Physical activities</td>
<td>■ Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>■ Videos &amp; films</td>
<td>■ Charts</td>
<td>• With the Internet (Websites)</td>
</tr>
<tr>
<td>■ Broadcasts</td>
<td>■ Timelines</td>
<td>• or software programs</td>
</tr>
<tr>
<td>■ Models &amp; figures</td>
<td>■ Diagrams</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>■ Real-life object (realia)</td>
<td>■ Number lines</td>
<td>• With mentors</td>
</tr>
<tr>
<td></td>
<td>■ Pictures &amp; photographs</td>
<td>• Heterogeneous or homogenous groups by proficiency in academics or language</td>
</tr>
<tr>
<td></td>
<td>■ drawings</td>
<td></td>
</tr>
</tbody>
</table>

*Skill demonstrations Spark skill cards*