Colorado Physical Education

High School

Movement Competence and Understanding HS.1

1 **Engage in a variety of lifelong physical activities at a competent level.** HS.1.1

- a Combine and apply movement patterns from simple to complex to participate successfully in activities such as aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong sports and games. (Level1) HS.1.1.A
- b Explain and demonstrate offensive, defensive and transitional strategies in lifelong sports and games. (Level 1) HS.1.1.B
- c Identify muscles in the body and how they relate to a variety of physical activity and human movement. (Level 1) HS.1.1.C
- d Explain and apply the skill-related components that enhance performance levels in activities such as; aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games. (Level 2) HS.1.1.D
- e Explain and demonstrate training practices that have the greatest impact on improvement of skill acquisition and performance in a variety of lifelong activities. (Level 2) HS.1.1.E

2 **Recognize how movement concepts affect brain development.** HS.1.2

- a Analyze multiple movement patterns and their effects on the brain, such as; cross-lateral and midline movement patterns. (Level 1) HS.1.2.A
- b Describe how exercise enhances brain development and academic success. (Level 1) HS.1.2.B
- c Identify and evaluate personal physiological responses to physical activity (e.g., anxiety, stress, etc.). (Level 2) HS.1.2.C

3 **Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings.** HS.1.3

- a Apply rules, protocols, and procedures to enhance game settings and maintain an organized game environment. (Level 1) HS.1.3.A
- b Analyze principles, utilize problem-solving skills and provide feedback to support peers in activities. (Level 1) HS.1.3.B
- c Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities. (Level 2) HS.1.3.C

Physical and Personal We

1 **Develop, implement and monitor an individual health and fitness plan by establishing goals based on fitness assessment data.** HS.2.1

Skip to main content

a Develop a physical fitness plan that enhances personal health and wellness while making connections to FITT formula and Principles of Training (S.P.O.R.T.). (Level 1) HS.2.1.A

b Analyze a skill or concept and apply knowledge of the skill-related components of fitness to improve performance. (Level 1) HS.2.1.B

c Create a food diary and analyze the nutritional impact in relation to personal fitness goals. (Level 1) HS.2.1.C

d Participate in a variety of self-selected physical activities, and consider the value of each as it relates to personal fitness goals. (Level 1) HS.2.1.D

e Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals. This includes monitoring personal levels of fitness within each of the five health-related fitness components. (Level 1) HS.2.1.E

f Evaluate individual measures of physical fitness in relationship to patterns of physical activity. (Level 1) HS.2.1.F

g Identify muscle groups needed to aid in the design of a personal fitness plan. (Level 1) HS.2.1.G

h Refine individual fitness goals for each of the five components of healthrelated physical fitness using research-based criteria. (Level 2) HS.2.1.H

i Apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. (Level 2) HS.2.1.I

j Create, analyze and monitor a fitness plan personalized for a peer. (Level 2) HS.2.1.J

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2 **Examine resources to maintain lifelong health and wellness.** HS.2.2

a Research and identify physical activity and fitness opportunities in the community. (Level 1) HS.2.2.A

b Explain the requirements involved with participation in a variety of physical activities, such as; cost, transportation, facilities. (Level 1) HS.2.2.B

c Monitor physical activity through the use of fitness-based technology such as, pedometers, heart-rate monitors, and other fitness devices. (Level 1) HS.2.2.C

d Explain the benefits of participation in a variety of physical activities and their connections to lifelong wellness. (Level 1) HS.2.2.D

e Research and evaluate wise consumer choices about equipment and programs needed to successfully participate in a wide range of physical activities. (Level 2) HS.2.2.E

f Compare and contrast available fitness technologies and nutrition-based applications (apps) and the effectiveness of their use. (Level 2) HS.2.2.F

Social Emotional We

1 **Demonstrate collaboration, cooperation, and leadership skills.** HS.3.1

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Contribute to group success through a variety of noncompetitive roles. HS.3.1.A

b Identify and utilize the potential strengths of each individual within a group setting. HS.3.1.B

c Positively influence the behavior of others in physical activity settings. HS.3.1.C

d Evaluate the role of cooperation and positive interactions with others when participating in a variety of settings. HS.3.1.D

e Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. HS.3.1.E

f Implement cooperative learning strategies to achieve group goals. HS.3.1.F

g Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants. HS.3.1.G

h Compare and contrast different leadership skills required in a variety of physical activities such as, outdoor education, adventure activities, and weight training. HS.3.1.H

2 **Demonstrate responsible behavior in group settings.** HS.3.2

a Initiate responsible behavior, and function independently and cooperatively. HS.3.2.A

b Display empathy toward others. HS.3.2.B

c Accept the diversity and individual differences of participants in physical activity. HS.3.2.C

d Accept the roles of group members within the structure of a game or activity. HS.3.2.D

Prevention and Risk Management HS.4

1 **Understand the risks and safety factors that may affect participation in physical activity.** HS.4.1

a Describe and demonstrate the correct use of safety equipment for a variety of physical activities. HS.4.1.A

b Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities. HS.4.1.B

c Demonstrate proper spotting techniques for all lifts and exercises that require spotting. HS.4.1.C

d Inspect equipment and facilities for safety hazards prior to participation. HS.4.1.D

e Explain strategies for the prevention of injuries when engaging in physical activity. HS.4.1.E

2 **Demonstrate knowledge of safety and emergency response procedures.** HS.4.2

a Demonstrate knowledge in one or more of the following areas: basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators (AEDs). HS.4.2.A

b Describe emergency procedures for a physical education setting. HS.4.2.B