

PHYSICAL EDUCATION
CONTENT STANDARDS
AND
APPLICABLE DANCE CONTENT
STANDARDS
AND
CURRICULUM MATRICES FOR PE
SUPERIMPOSED WITH DANCE
STANDARDS

Denver Public Schools Curriculum Matrix for Physical Education

Introduction

The following document aligns physical education content standards from the district's *Standards for Success* publication with curriculum from the district's *Physical Education Scope and Sequence* document. Additionally, Dance Standards are matched to PE Standards to show commonalities and assist planning of activities that unite PE and Dance benchmarks.

This alignment process began with broad-based K-12 committees, including teachers and interested community members. The committees met to assess the extent to which current district curriculum supports student attainment of the content standards. Their work resulted in the creation of the *Curriculum Matrix*. In 2005, a committee of teachers teaching Dance & PE felt the need for a document that matched Dance Standards with PE standards to provide insight to crossover training between the disciplines. The *Matrix* was altered to show crossover activities.

Using the Matrix

For each content standard, specific grade-level expectations have been identified. Students will develop understanding and become knowledgeable in physical education, as indicated by the Introduce, Focus, and Maintain categories in the *Curriculum Matrix*. The three stages can be characterized as follows:

Introduce	Teachers provide opportunities for students to label, discover, and experiment with this idea.
Focus	Teachers provide direction and support for students to learn and apply this idea and to connect it to prior learning.
Maintain	Teachers provide contexts for students to use their knowledge and skills as they develop fluency and understanding with this idea.

By implementing this standards-based physical education curriculum, we can continue to raise student achievement and to work toward a level of understanding for all children, as illustrated by Howard Gardner's definition:

“Understanding is the capacity to take knowledge learned in one setting and apply it appropriately in a different setting.”

Denver Public Schools Curriculum Matrix for Physical Education

PE Standard 1: *Skills* – Students demonstrate competent skills in a variety of regular physical activities and sports.
Dance Standard 1: *Skills*—Students will understand, demonstrate and perform the following grade appropriate dance skills.

Rationale

As in all academic areas, basic skills in physical education are the foundation of a more active and productive life. The daily high-quality application of fundamental movement skills is a process by which we develop skillful movers.

PE Checkpoints ECE-5

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 1.1 Demonstrate even rhythmic locomotor movements (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotor movements (e.g., gallop, slide, skip);***
- 1.2 Demonstrate dynamic and static balance with control on a variety of moving and stationary objects or equipment or props;***
- 1.3 Demonstrate mature patterns in the fundamental manipulative skills (e.g., throw, catch, kick, trap, dribble, strike, volley);**
- 1.4 Develop patterns and combinations of movement into repeatable sequences;***
- 1.5 Demonstrate the ability to change directions (dodge), transfer weight (feet to hands), and fall with control; and***
- 1.6 Demonstrate an understanding of basic dance skills.***

Denver Public Schools

Curriculum Matrix for Physical Education

Standard 1: Skills (<i>Italics indicates both Dance and PE skills</i>)	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In early childhood education and kindergarten, all students will										
1. <i>Recognize basic rhythmic locomotive skills (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotive skills (e.g., gallop, glide, skip)</i>	Introduce Focus	Focus	Maintain							
2. <i>Demonstrate the basic concept of body awareness (e.g., personal space, static balance, and gross motor skills)</i>	Introduce	Focus	Maintain							
In first grade, all students will										
1. <i>Demonstrate rhythmic locomotor and nonlocomotor movements and visual and auditory discrimination</i>		Introduce	Focus Maintain							
2. <i>Apply and demonstrate the concept of body awareness (e.g., personal space, body awareness terms, gross and fine motor control)</i>			Introduce Focus	Maintain						
3. <i>Demonstrate object manipulation activities using objects of different sizes, shapes, and textures</i>		Introduce	Focus	Maintain						
4. <i>Demonstrate creative exploration of movement and rhythm activities focusing on rhythm combinations and even and uneven rhythm</i>		Introduce	Focus	Maintain						
In second grade, all students will										
1. <i>Refine locomotor and nonlocomotor movement patterns (e.g., balance skills; unilateral, bilateral, cross-lateral movements; movements in combination)</i>			Introduce	Focus	Maintain					
2. <i>Demonstrate an awareness of the body as it relates to space (e.g., movement exercises, gross and fine motor control, respond to verbal cues relating to movement)</i>			Introduce	Focus	Maintain					
3. <i>Demonstrate basic object manipulation skills (e.g., use various sizes and shapes of balls; propel objects through space; control movement of hula hoops, scarves, bean bags)</i>			Introduce	Focus	Maintain					
4. <i>Extend rhythmic skills (e.g., reproduce a sequence of movements from memory, create simple dances, execute folk dances)</i>			Introduce	Focus	Maintain					
In third grade, all students will										
1. <i>Demonstrate object manipulation by controlling the movement of small objects to strike other objects</i>				Introduce	Focus Maintain					
2. <i>Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance</i>				Introduce	Focus	Maintain				
3. <i>Demonstrate correct techniques for various</i>				Introduce	Focus	Maintain				

Denver Public Schools Curriculum Matrix for Physical education

<p><i>activities and movements</i></p> <p>4. <i>Demonstrate creative exploration to include combinations of various movements and manipulations (e.g., basketball, bicycling, dance, soccer)</i></p>				Introduce	Focus	Maintain			
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Denver Public Schools Curriculum Matrix for Physical Education

Standard 1: <i>Skills (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In fourth grade, all students will										
1. Apply learned techniques of object manipulation						Introduce Focus	Maintain			
2. Demonstrate basic components of games using various forms of balls and striking objects						Introduce Focus	Maintain			
3. <i>Extend advance rhythmic skills (e.g., two- and three-part folk dances, dance movements)</i>					Introduce	Focus	Maintain			
4. <i>Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance</i>					Introduce	Focus	Maintain			
In fifth grade, all students will										
1. Demonstrate combined locomotor skills in object manipulation and movement through space (e.g., passing, dribbling, kicking, shooting techniques), stop and catch moving objects, and perform striking actions using game objects (e.g., controlling object speed, direction)						Introduce	Focus Maintain			
2. <i>Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)</i>						Introduce	Focus Maintain			
3. Apply learned skills in organized sports (e.g., soccer, kickball, basketball, volleyball, football, softball)							Introduce Focus	Maintain		
4. <i>Extend and combine body awareness skills (e.g., change, combine movements in a dance sequence)</i>						Introduce	Focus	Maintain		

Denver Public Schools Curriculum Matrix for Physical Education

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

1: *Skills*—Students will understand, demonstrate and perform the following grade appropriate dance skills.

Rationale

As in all academic areas, basic skills in physical education are the foundation of a more active and productive life. The daily high-quality application of fundamental movement skills is a process by which we develop skillful movers.

Checkpoints 6-8

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 1.1 *Demonstrate at least one of the following dance activities: folk, square, social, creative, modern, jazz, or ballet; and rhythmic activities such as rope jumping and aerobics;*
- 1.2 Combine skills to competently participate in a variety of individual, team, and dual sports, some of which are lifetime sports (e.g., basketball, soccer, softball, tennis, track and field, team handball, floor hockey, volleyball, tumbling, wrestling); and
- 1.3 Incorporate basic defensive and offensive strategies in modified net games (e.g., tennis, volleyball, badminton) and invasive games (e.g., soccer, basketball).

Denver Public Schools Curriculum Matrix for Physical Education

Standard 1: <i>Skills (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In sixth grade, all students will										
1. Demonstrate dominant and nondominate hand and foot coordination in sport skills activities (e.g., basketball dribbling, rope jumping, throwing, catching)								Introduce Focus	Focus	Maintain
2. <i>Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)</i>							Introduce	Focus Maintain	Maintain	
3. Demonstrate advanced locomotor skills in large group games and lead-up games for major sports (e.g., dribble, pass, shoot, catch, block)							Introduce	Focus Maintain	Maintain	
4. <i>Demonstrate rhythm skills in physical activities (e.g., rope jumping, gymnastics, dance)</i>							Introduce	Focus Maintain	Maintain	
5. Demonstrate offensive and defensive strategies in team sports and individual activities								Introduce Focus	Focus	Maintain
In seventh grade, all students will										
1. Demonstrate proficient application of skills used in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey)								Introduce	Focus Maintain	
2. <i>Apply learned skills appropriate to individual sports and dance (e.g., gymnastics, track and field, table tennis, bowling, racquet games, modern dance, jazz, ballet)</i>									Introduce Focus	Focus
3. <i>Demonstrate correct exercise techniques important in injury prevention</i>								Introduce	Focus	Maintain
In eighth grade, all students will										
1. <i>Apply learned skills in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey, modern dance, jazz, ballet)</i>									Introduce	Focus Maintain
2. Participate and develop skills used in individual sports (e.g., gymnastics, track and field, table tennis, bowling, racquet games)									Introduce	Focus Maintain
3. Identify a muscular strength program, including proper techniques of weight training with an emphasis on safety										Introduce Focus

Denver Public Schools Curriculum Matrix for Physical Education

Standard 1: *Skills*— Students demonstrate competent skills in a variety of regular physical activities and sports.
Dance Standard 1: *Skills*—Students will understand, demonstrate and perform the following grade appropriate dance skills.

Rationale

As in all academic areas, basic skills in physical education are the foundation of a more active and productive life. The daily high-quality application of fundamental movement skills is a process by which we develop skillful movers.

Checkpoints 9-12

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 1.1 Demonstrate competency in one individual activity (e.g., aquatics, gymnastics, golf, archery, adventure activities, recreational games, weight training);***
- 1.2 Demonstrate competency in one dual sport or game displaying an understanding of how it is played (e.g., tennis, badminton, racquetball, wrestling, Frisbee, handball, self-defense);
- 1.3 Demonstrate competency in one team-related activity or sport through the execution of defensive and offensive strategies (e.g., soccer, softball, basketball, floor hockey, volleyball, flag football); and
- 1.4 Demonstrate competency in dance skills (e.g., folk, square, social, creative, modern, jazz, ballet).***

Denver Public Schools Curriculum Matrix for Physical Education

Standard 1: <i>Skills (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
In ninth, tenth, eleventh, and twelfth grades, all students will														
1. <i>Select and refine skills and knowledge learned in team and individual sports and leisure activities</i>											Introduce Focus	Focus	Focus	Focus Maintain
2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports											Introduce Focus	Focus	Focus	Focus Maintain
3. <i>Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions</i>											Introduce Focus	Focus	Focus	Focus Maintain
4. <i>Demonstrate and apply the principles of choreography</i>											Introduce Focus	Focus	Focus	Focus Maintain

**Denver Public Schools
Curriculum Matrix for Physical Education**

Standard 2: *Physical Fitness* – Students demonstrate competency in physical fitness.
Dance Standard 5: Students will understand benefits of dance for lifelong fitness.

Rationale

Students should develop an appropriate level of physical fitness through regular participation in physical activity. By obtaining and maintaining appropriate levels of fitness, student 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.

Checkpoints ECE-5

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 2.1 Perform aerobic and anaerobic self-testing activities;
- 2.2 *Maintain appropriate body alignment while performing fitness activities;*
- 2.3 *Control and support body weight in a variety of fitness activities; and*
- 2.4 *Identify fitness components and their relationship to dance.*

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Curriculum Matrix for Physical Education

Standard 2: Physical Fitness (<i>Italics indicates both Dance and PE skills</i>)	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In early childhood education, kindergarten, and first grade, all students will										
1. <i>Perform cardiorespiratory strength and flexibility activities (e.g., sit-ups, bending, swaying, stretching, twisting)</i>	Introduce	Focus	Maintain							
2. <i>Perform activities that enhance balance, agility, and coordination</i>	Introduce Focus	Focus Maintain								
3. <i>Demonstrate a beginning level of physical fitness</i>	Introduce Focus	Focus	Focus	Maintain						
In second grade, all students will										
1. <i>Demonstrate cardiorespiratory function, strength, and flexibility (e.g., skipping rope, holding self on climbing rope, gymnastic performance)</i>			Introduce	Focus	Maintain					
2. <i>Demonstrate improved physical fitness for each major fitness component (e.g., endurance, strength, agility)</i>				Introduce Focus	Maintain					
In third grade, all students will										
1. <i>Demonstrate fitness through daily physical activities</i>				Introduce	Focus	Maintain				
2. <i>Demonstrate an increased level of physical fitness on all components (e.g., endurance, strength, agility)</i>				Introduce	Focus	Maintain				
3. <i>Demonstrate agility and speed in completion of obstacle courses</i>				Introduce	Focus	Maintain				
In fourth grade, all students will										
1. <i>Identify specific cardiovascular fitness activities (e.g., walking, jogging, biking, swimming, aerobic dance, rope skipping)</i>						Introduce Focus	Maintain			
2. <i>Identify activities that enhance muscular strength and endurance (e.g., push-ups, sit-ups, pull-ups, rope climbing) and ballistic and static stretching</i>						Introduce Focus	Maintain			
3. <i>Analyze physical activity and its effect on body systems, pulse rate at rest and following vigorous activity, cooling effects of perspiration, effects of training (e.g., increased endurance, less fatigue, quicker recovery), and need for pacing in activity</i>						Introduce Focus	Maintain			
4. <i>Demonstrate an increased level of physical fitness (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)</i>					Introduce	Focus Maintain				
In fifth grade, all students will										
1. <i>Demonstrate an understanding of practices that contribute to maintenance of good health and fitness</i>						Introduce	Focus Maintain			
2. <i>Incorporate fitness activities into everyday routine and assume individual responsibility</i>							Introduce Focus	Maintain		
3. <i>Continue to increase physical fitness level (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)</i>						Introduce	Focus Maintain			

Denver Public Schools Curriculum Matrix for Physical Education

Standard 2: *Physical Fitness* – Students demonstrate competency in physical fitness.

Dance Standard 5: Students will understand benefits of dance for lifelong fitness.

Rationale

Students should develop an appropriate level of physical fitness through regular participation in physical activity. By obtaining and maintaining appropriate levels of fitness, student 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.

Checkpoints 6-8

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 2.1 *Demonstrate various techniques, safety factors, and knowledge required in a variety of muscular endurance and strength activities;*
- 2.2 *Participate in a variety of aerobic and anaerobic activities to attain cardiovascular fitness;*
- 2.3 *Demonstrate correct techniques to increase and maintain flexibility;*
- 2.4 *Demonstrate correct techniques for warming up and cooling down before and after aerobic and anaerobic exercise;*
- 2.5 *Demonstrate how physical fitness increases wellness; and*
- 2.6 *Identify methods to improve dance skills and fitness levels.*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 2: <i>Physical Fitness (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In sixth grade, all students will										
1. <i>Identify principles of a good exercise program; fitness components of strength, flexibility, and cardiovascular conditioning through daily exercises; benefits of skill-related fitness; relationship of sport and dance participation to fitness maintenance; importance of hygiene practices as related to fitness</i>							Introduce	Focus	Maintain	
2. Participate in physical fitness testing and interpret individual results								Introduce Focus	Focus	Maintain
In seventh grade, all students will										
1. <i>Develop and identify the relationship of leisure activities to lifetime wellness</i>									Introduce Focus	Focus
2. Set personal goals for fitness level improvement									Introduce Focus	Focus
3. Interpret own fitness level by comparing present fitness score with previous fitness scores								Introduce	Focus	Maintain
4. <i>Develop and identify the relationship of team, dance, and individual activities to lifetime wellness</i>								Introduce	Focus	Maintain
In eighth grade, all students will										
1. Identify own progression in fitness components, including setting personal fitness goals and developing a plan to achieve those goals									Introduce	Focus Maintain
2. <i>Participate in lifetime leisure or recreational activities</i>									Introduce	Focus Maintain

**Denver Public Schools
Curriculum Matrix for Physical Education**

Standard 2: *Physical Fitness* – Students demonstrate competency in physical fitness.

Dance Standard 5: Students will understand benefits of dance for lifelong fitness.

Rationale

Students should develop an appropriate level of physical fitness through regular participation in physical activity. By obtaining and maintaining appropriate levels of fitness, student 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.

Checkpoints 9-12

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 2.1** *Sustain and maintain moderate aerobic activity to achieve cardiovascular benefits;*
- 2.2** *Demonstrate principles of fitness development (e.g., overload, progression, specificity, individuality) in all areas of health-related fitness and dance;*
- 2.3** Develop, implement, and refine a personal fitness plan; and
- 2.4** *Demonstrate dance skills as related to lifelong fitness.*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 2: <i>Physical Fitness (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
In ninth, tenth, eleventh, and twelfth grades, all students will														
1. <i>Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)</i>											Introduce Focus	Focus	Focus	Focus Maintain
2. Create and follow a progressive individual fitness program											Introduce Focus	Focus	Focus	Focus Maintain
3. <i>Participate in a dance class progression based on fitness principals and injury prevention</i>											Introduce Focus	Focus	Focus	Focus Maintain

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: *Benefits and Factors* – Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.

Dance Standard 2: Students will understand and apply the principles of choreography.

Dance Standard 3: Students will create, communicate and problem-solve through dance and dance performances.

Dance Standard 4: Students will understand the purpose and diversity of dance in culture and history.

Dance Standard 5: Students will understand the benefits of dance for lifelong fitness.

Rationale

The media and a variety of scientific sources report new evidence regarding the direct relationship between the comprehensive health of a student and that student achieving academic success and becoming a high-quality producer in the work force. To become more active and productive citizens, students must know how to make safe, healthy, and wise decisions about physical activities. It is essential that students be provided with opportunities to participate in activities that promote wellness, develop cooperative interaction, and emphasize safety in a nonviolent environment.

Checkpoints ECE-5

(Italics indicate checkpoints applicable for BOTH PE & DANCE. Note specific Dance Standard)

- 3.1 *Demonstrate knowledge of games, sports, rules, controlled movements and dance steps (DS 2);*
- 3.2 *Identify appropriate behavior and sportsmanship while participating with others in physical activity (DS 3);*
- 3.3 *Demonstrate knowledge of the fundamental components, strategies, equipment, and technology used for participation in a variety of physical activities (DS 2);*
- 3.4 *Describe the healthful benefits that result from regular and safe participation in physical activity (DS 5);*
- 3.5 *Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures (DS 4);*
- 3.6 *Demonstrate knowledge of the mature stage of fundamental movement skills and choreography (DS 2);*
- 3.7 *Design games and movement sequences (DS 2).*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: Benefits and Factors (Italics indicates both Dance and PE skill. Note specific Dance Standard.)	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In early childhood education and kindergarten, all students will										
<i>1. Demonstrate beginning group participation skills (e.g., sharing, getting along with others, respect for others—DS 3)</i>	Introduce Focus	Focus Maintain								
In first grade, all students will										
<i>2. Demonstrate a positive self-image by contributing to groups in a variety of roles (DS 3)</i>			Introduce Focus	Maintain						
<i>3. Demonstrate a sense of security and belonging (e.g., participate in group activities)—DS 3</i>			Introduce Focus	Maintain						
<i>4. Recognize procedures to ensure safety of self and others (DS 3)</i>			Introduce Focus	Maintain						
<i>5. Recognize visual and auditory sequencing, recall, discriminate, and perform simple routines and formations (DS 2)</i>			Introduce Focus	Maintain						
<i>6. Demonstrate knowledge of rules and boundaries of games and skills required for participation in games and activities (DS 2)</i>			Introduce Focus	Maintain						
<i>7. Demonstrate knowledge of concepts of taking turns and being “it” in simple games (DS 3)</i>			Introduce Focus	Maintain						
In second grade, all students will										
<i>1. Exhibit the importance of cooperation (e.g., accepting winning or losing courteously, good conduct in sports and dance)—DS 3</i>				Introduce Focus	Maintain					
<i>2. Demonstrate additional factors of positive self-image (e.g., self-confidence)—DS 3</i>				Introduce Focus	Focus	Focus	Focus Maintain			
<i>3. Demonstrate an extended understanding of safety for self and others (e.g., rules for safe participation, use of equipment)—DS 3</i>			Introduce	Focus	Maintain					
<i>4. Give and follow directions (DS 3)</i>				Introduce Focus	Maintain					
<i>5. Apply rules to organized activities and follow rules for specific activities (DS 2)</i>				Introduce Focus	Maintain					
In third grade, all students will										
<i>1. Exhibit good sportpersonship, perceive winning and losing as part of games, exhibit concern for safety of others, and understand roles of cooperation and competition in group activities (DS 3)</i>				Introduce	Focus	Maintain				
<i>2. Demonstrate an understanding of appropriate rules, strategies, and behaviors for physical activities (DS 2)</i>				Introduce	Focus Maintain					
<i>3. Show creativity in designing activities that incorporate rules and boundaries (DS 2)</i>				Introduce	Focus	Maintain				

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: Benefits and Factors (Italics indicates both Dance and PE skills)	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In fourth grade, all students will										
<i>1. Understand individual differences and exhibit cooperation in group activities (DS 3)</i>					Introduce	Focus Maintain				
<i>2. Demonstrate an awareness of cross-cultural and international understanding in physical activities (e.g., games from different countries, rhythmic activities from different parts of the world)—DS 4</i>						Introduce Focus	Maintain			
3. Demonstrate knowledge of rules, strategies, and appropriate behaviors for selected physical activities, including lead-up games for basketball, football, softball, volleyball, and soccer						Introduce Focus	Maintain			
<i>4. Demonstrate an understanding of the necessity for guidelines in physical activity (DS 3)</i>						Introduce Focus	Maintain			
In fifth grade, all students will										
<i>1. Demonstrate an understanding of the importance of peer influence, teamwork, cooperation, sportspersonship, and the concept that individual differences are natural and desirable (DS 3)</i>						Introduce	Focus Maintain			

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: *Benefits and Factors* – Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.

Dance Standard 2: Students will understand and apply the principles of choreography.

Dance Standard 3: Students will create, communicate and problem-solve through dance and dance performances.

Dance Standard 4: Students will understand the purpose and diversity of dance in culture and history.

Dance Standard 5: Students will understand the benefits of dance for lifelong fitness.

Rationale

The media and a variety of scientific sources report new evidence regarding the direct relationship between the comprehensive health of a student and that student achieving academic success and becoming a high-quality producer in the work force. To become more active and productive citizens, students must know how to make safe, healthy, and wise decisions about physical activities. It is essential that students be provided with opportunities to participate in activities that promote wellness, develop cooperative interaction, and emphasize safety in a nonviolent environment.

Checkpoints 6-8

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 3.1 Demonstrate an understanding of the negative effects of substance abuse on personal fitness and the performance of physical activities;
- 3.2 *Demonstrate an understanding of physiological and motor-learning concepts during regular participation in physical activities (DS 3);*
- 3.3 *Develop and maintain an individual plan of activity using appropriate technological advances (DS 6);*
- 3.4 *Demonstrate a knowledge of the factors in both health-related and performance-related fitness (DS 5);*
- 3.5 *Demonstrate a knowledge of the roles of team members and officials in sports (DS 2);*
- 3.6 *Demonstrate a knowledge of fitness-related occupations, career paths, and internship opportunities (DS 5);*
- 3.7 Demonstrate a knowledge of defensive and offensive strategies in lead-up games and sports;
- 3.8 *Demonstrate a knowledge of complex movement skills used in physical activities (DS 2);*
- 3.9 *Identify the influences of culture, ethnicity, and history on dance, low-organized and lead-up games, and other physical activities (DS 4); and*
- 3.10 Detect, analyze, and correct errors in personal performance.

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: Benefits and Factors (<i>Italics indicates both Dance and PE skills</i>)	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In sixth grade, all students will										
1. <i>Demonstrate positive peer influence (e.g., leading and taking responsibility by assuming various roles as team captain, referee, score keeper, equipment manager, choreographer—DS 3)</i>								Introduce Focus	Focus	Maintain
2. Demonstrate proper scoring procedures and rules of various activities								Introduce Focus	Focus	Maintain
3. <i>Demonstrate and participate in the use of proper gym/dance attire for safety and function</i>								Introduce Focus	Focus	Maintain
4. <i>Demonstrate the safe use and care of physical education equipment (can include items used as props)</i>								Introduce Focus	Focus	Maintain
5. Demonstrate an awareness of water survival and safety in compliance with Red Cross standards								Introduce Focus	Focus	Maintain
6. <i>Perform and discuss dance from various cultures(DS 4)</i>								Introduce Focus	Focus	Maintain
In seventh grade, all students will										
1. <i>Demonstrate leadership skills (e.g., peer coaching, team leaders, drill directors, peer testers, equipment manager, time keepers, choreographer)—DS 3</i>									Introduce Focus	Focus
2. <i>Explore the history and terminology of various sports and dances, including sports not experienced in class, as well as the cultural diversity of sports and dance (e.g., Olympics, current and historical trends)—DS 4.</i>									Introduce Focus	Focus
3. Demonstrate and apply water survival and safety in compliance with Red Cross standards								Introduce	Focus	Maintain
4. <i>Distinguish styles of dance from various cultures(DS 4)</i>								Introduce	Focus	Maintain
In eighth grade, all students will										
1. <i>Participate in lifetime leisure or recreational activities(DS 5)</i>									Introduce	Focus
2. <i>Demonstrate leadership skills (e.g., positive group interaction, lead lower grade-level students in group interactions)—DS 3</i>									Introduce	Focus
3. <i>Develop games, rules, and tests for others to use(DS 3)</i>										Introduce Focus
4. <i>Explore careers related to physical education, recreation, dance, and health(DS 6)</i>										Introduce Focus
5. Analyze games, activities, and strategies and apply to personal performance										Introduce Focus
6. <i>Compare dance in relation to historical periods—DS 4</i>										Introduce Focus

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: *Benefits and Factors* – Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.

Dance Standard 2: Students will understand and apply the principles of choreography.

Dance Standard 3: Students will create, communicate and problem-solve through dance and dance performances.

Dance Standard 4: Students will understand the purpose and diversity of dance in culture and history.

Dance Standard 5: Students will understand the benefits of dance for lifelong fitness.

Rationale

The media and a variety of scientific sources report new evidence regarding the direct relationship between the comprehensive health of a student and that student achieving academic success and becoming a high-quality producer in the work force. To become more active and productive citizens, students must know how to make safe, healthy, and wise decisions about physical activities. It is essential that students be provided with opportunities to participate in activities that promote wellness, develop cooperative interaction, and emphasize safety in a nonviolent environment.

Checkpoints 9-12

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 3.1 *Demonstrate cooperative participation when engaged in competitive physical activities by following the rules and regulations specific to that activity(DS 3);*
- 3.2 *Identify performance-related factors that contribute to participation in physical activity(DS 5);*
- 3.3 Compare and contrast the strategies of defense and offense in various sports;
- 3.4 *Identify and explain the cultural, ethnic, and historical roles of games, sports, and dance(DS 4);*
- 3.5 *Investigate the time, cost, available resources, technology, and participation requirements involved in choosing a specific physical activity(DS 2);*
- 3.6 *Evaluate risks and safety factors that may affect physical activity throughout life(DS 5);*
- 3.7 *Analyze biomechanical principles involved in sports to improve performance and reduce injury(DS 5); and*
- 3.8 *Demonstrate knowledge by identifying fitness-related career pathways, education requirements for job opportunities, and fitness trends(DS 6).*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 3: <i>Benefits and Factors (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
In ninth, tenth, eleventh, and twelfth grades, all students will														
1. <i>Define and demonstrate the principals of overload, progression, and specificity—DS 5</i>											Introduce Focus	Focus	Focus	Focus Maintain
2. <i>Contrast and demonstrate the threshold of training and target zone—DS 5</i>											Introduce Focus	Focus	Focus	Focus Maintain
3. <i>Distinguish between and demonstrate the parts of the target zone—DS 5</i>											Introduce Focus	Focus	Focus	Focus Maintain
4. <i>Analyze how dance is viewed throughout history in various cultures—DS 4</i>											Introduce Focus	Focus	Focus	Focus Maintain

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: *Lifestyle* – Students understand the importance of physical activity and its contributions to a healthy lifestyle.
Dance Standard 5—Students will understand the benefits of dance for lifelong fitness.

Rationale

One consistent influence on fitness among young people and adults is having confidence in their ability to engage in regular physical activity. Other factors include enjoying physical activity, having support from others, and positive beliefs concerning these benefits. By exercising problem solving, goal setting, and cooperative learning, physical education contributes to the understanding of a healthy, active lifestyle. As a result of understanding physical education and wellness, students are more likely to be prepared as productive citizens and contributors within a school and society. Students and educators should recognize the importance of partnerships and external providers (e.g., recreation centers) within the physical education process.

Checkpoints ECE-5

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 4.1** *Demonstrate an appreciation of the relationships with others that result from participation in physical activity(DS 3 &5);*
- 4.2** *Demonstrate a tolerance for the difference and similarities of others with varying ability levels(DS 1&5);*
- 4.3** Demonstrate an understanding of the consequences of substance abuse; and
- 4.4** *Demonstrate an understanding of the benefits of the practice and promotion of nonviolent physical activity(DS 5).*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: <i>Lifestyle (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In early childhood education, kindergarten, and first grade, all students will										
1. <i>Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)—DS 5</i>	Introduce Focus	Focus	Focus Maintain							
In second grade, all students will										
1. <i>Demonstrate good health practices in daily living (e.g., appropriate seasonal dress, nutritious snacks and meals, cleanliness)—DS 5</i>				Introduce Focus	Maintain					
In third, fourth, and fifth grades, all students will										
1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances					Introduce Focus	Focus	Focus Maintain			
2. <i>Explore choices that promote health and well-being(DS 5)</i>					Introduce Focus	Focus	Focus Maintain			
3. <i>Demonstrate practices that contribute to maintenance of good health and fitness(DS5)</i>					Introduce Focus	Focus	Focus Maintain			

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: *Lifestyle* – Students understand the importance of physical activity and its contributions to a healthy lifestyle.
Dance Standard 5—Students will understand the benefits of dance for lifelong fitness.

Rationale

One consistent influence on fitness among young people and adults is having confidence in their ability to engage in regular physical activity. Other factors include enjoying physical activity, having support from others, and positive beliefs concerning these benefits. By exercising problem solving, goal setting, and cooperative learning, physical education contributes to the understanding of a healthy, active lifestyle. As a result of understanding physical education and wellness, students are more likely to be prepared as productive citizens and contributors within a school and society. Students and educators should recognize the importance of partnerships and external providers (e.g., recreation centers) within the physical education process.

Checkpoints 6-8

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 4.1** *Identify how physical activity affects mental and physical health(DS 5);*
- 4.2** *Identify and list the benefits of physical activity(DS 5);*
- 4.3** *Identify national and local trends in physical activity(DS 5);*
- 4.4** *Recognize and adapt appropriately to differences and similarities in other’s physical abilities and ethnic cultures(DS 1&4); and*
- 4.5** *Exhibit mutual respect and sportsmanship toward others regardless of age, gender, religion, or sexual orientation(DS 1&5).*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: <i>Lifestyle (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
In sixth, seventh, and eighth grades, all students will										
1. <i>Demonstrate an understanding of the benefits of hygiene practices as related to fitness(DS 5)</i>								Introduce Focus	Focus	Focus Maintain
2. <i>Explore personal strengths through participation and analysis of various physical activities(DS 1&5)</i>								Introduce Focus	Focus	Focus Maintain

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: *Lifestyle* – Students understand the importance of physical activity and its contributions to a healthy lifestyle.
Dance Standard 5—Students will understand the benefits of dance for lifelong fitness.

Rationale

One consistent influence on fitness among young people and adults is having confidence in their ability to engage in regular physical activity. Other factors include enjoying physical activity, having support from others, and positive beliefs concerning these benefits. By exercising problem solving, goal setting, and cooperative learning, physical education contributes to the understanding of a healthy, active lifestyle. As a result of understanding physical education and wellness, students are more likely to be prepared as productive citizens and contributors within a school and society. Students and educators should recognize the importance of partnerships and external providers (e.g., recreation centers) within the physical education process.

Checkpoints 9-12

(Italics indicate checkpoints applicable for BOTH PE & DANCE.)

- 4.1** *Model and identify how physical activity affects mental and physical health(DS 5);*
- 4.2** *Identify fitness trends in the national and how involvement in local government and community can influence levels of fitness(DS 3&5);*
- 4.3** *Design and implement strategies to affect the community or school service program positively(DS 3&5); and*
- 4.4** *Model appropriate behavior in response to differences and similarities in other’s physical abilities, ethnic cultures, age, gender, religion, or sexual orientation(DS 1, 4&5).*

Denver Public Schools Curriculum Matrix for Physical Education

Standard 4: <i>Lifestyle (Italics indicates both Dance and PE skills)</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
In ninth, tenth, eleventh, and twelfth grades, all students will														
1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions											Introduce Focus	Focus	Focus	Focus Maintain
2. Develop an understanding of health risk factors that affect a healthy lifestyle											Introduce Focus	Focus	Focus	Focus Maintain