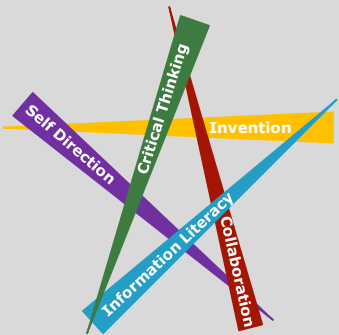


**Curriculum Development Course at a Glance
Planning for 6th Grade Physical Education**

goaContent Area	Physical Education	Grade Level	6 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate beginning strategies for a variety of games and sports	PE09-GR.6-S.1-GLE.1	
	2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding	PE09-GR.6-S.1-GLE.2	
	3. Use information from a variety of resources to improve performance	PE09-GR.6-S.1-GLE.3	
2. Physical and Personal Wellness	1. Set personal goals for improving health-related fitness	PE09-GR.6-S.2-GLE.1	
	2. Demonstrate the ability to perform self-paced cardiovascular endurance activities	PE09-GR.6-S.2-GLE.2	
	3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness	PE09-GR.6-S.2-GLE.3	
3. Emotional and Social Wellness	1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation	PE09-GR.6-S.3-GLE.1	
	2. Work cooperatively and productively in a group	PE09-GR.6-S.3-GLE.2	
4. Prevention and Risk Management	1. Demonstrate knowledge of safe practices in a physical activity setting	PE09-GR.6-S.4-GLE.1	

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*



**Colorado's
Comprehensive
Health and Physical
Education Standards**

Physical **Social**

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Cooperation and Diversity	6 weeks	1
Sport Related Activities	6 weeks	2
Games and Activity Development	6 weeks	3

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Unit Title	Cooperation and Diversity		Length of Unit	6 weeks
Focusing Lens(es)	Teamwork	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.6-S.1-GLE.2 PE09-GR.6-S.2-GLE.1 PE09-GR.6-S.2-GLE.2 PE09-GR.6-S.2-GLE.3 PE09-GR.6-S.3-GLE.1 PE09-GR.6-S.3-GLE.2 PE09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What activities require problem-solving, cooperation, and team-building? Why? (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N. 2,) • Is cooperation or competition more important in fitness setting? Why? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2) • Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? (PE09-GR.6-S.3-GLE.2-EO.a,b,d; IQ.1,3,4; RA.1; N.1,2,3) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness Emotional and Social Wellness			
Concepts	Problem solving, Acceptance, Tolerance, Collaboration, Decision Making, Cooperation, Goal Setting, Personal Responsibility, Comparative Analysis, Analysis, Application, Knowledge, Safety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Collaboration and cooperation helps develop acceptance and tolerance. (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N.2,)	What collaboration and cooperation skills do you need to develop acceptance and tolerance?	How can team building activities help develop tolerance?
Knowledge of and practice with safety procedures promotes safe application and analysis of skill development. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2)	What safety knowledge do you need to prevent injury?	How can you swing an implement and apply correct skill and safety practice?
Decision making and problem solving skills enable goal setting and actions aimed at increasing personal responsibility for wellness. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2)	What decision making and problem solving skills do you need to set goals and develop personal responsibility for wellness?	How do problem solving and goal setting affect your decisions about your personal health?

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

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

- Participate in cooperative activities with people of various skills levels. (PE09-GR.6-S.1-GLE.2-EO.a) and (PE09-GR.6-S.3-GLE.1-EO.c,d)
- Demonstrate the ability to work with others. (PE09-GR.6-S.3-GLE.2-EO.d)
- Develop a problem solving skill assessment. (PE09-GR.6-S.1-GLE.2-EO.b)
- Establish and accomplish goals in cooperative and competitive activities. (PE09-GR.6-S.3-GLE.2-EO.a)
- Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)
- Identify and define the role of participants in a cooperative activity. (PE09-GR.6-S.3-GLE.2-EO.b)
- Evaluate individual responsibilities in a group and analyze solutions to movement problems during a cooperative activity. (PE09-GR.6-S.3-GLE.1-EO.a)
- Analyze activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b)

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):

Jo understands that the participation in cooperative activities with a diverse group of people increases the enjoyment for all.

Academic Vocabulary:

Skill assessment, cooperative activities, problem solving, conflict resolution, diversity

Technical Vocabulary:

Fitness goals, cardio-respiratory, muscular endurance, muscular strength, flexibility, body composition, heart rate, intensity, target heart rate,

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Unit Title	Sport Related Activities		Length of Unit	6 Weeks
Focusing Lens(es)	Manipulatives	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.6-S.1-GLE.1 PE09-GR.6-S.2-GLE.1 PE09-GR.6-S.2-GLE.2 PE09-GR.6-S.2-GLE.3 PE09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3) What are the different components of fitness? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2) How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness Prevention and Risk Management			
Concepts	Safe Behavior, Application, Analysis, Personal Responsibility, Knowledge, Object Control, Patterns.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Safe behavior and responsible decision making demonstrates personal responsibility. (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2)	What does it look like for safety to be a personal responsibility for you?	How do you show safety as a priority?
Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control. (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3)	What knowledge is needed for manipulative development?	Why is analysis of manipulative development important for object control? Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance?
Skillful application of multiple movement patterns leads to success in a variety of physical activities. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2)	How can you take multiple movement patterns and apply them to lead to greater success for you?	How can movement patterns grow in complexity? What are some sports that require more skill and strategy than others?

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

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

- Demonstrate object control (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f)
- Demonstrate the safe use of objects (PE09-GR.6-S.4-GLE.1-EO.a,c)
- Combine relationships to demonstrate complex movements (PE09-GR.6-S.1-GLE.1-EO.g)
- Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)
- How to analyze and correct errors in movement patterns (PE09-GR.6-S.1-GLE.3-EO.b)
- Identify activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b)

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):

The student in physical education can safely control a variety of objects and implements in individual, dual and team activities.

Academic Vocabulary:

Consistency, accuracy, object control

Technical Vocabulary:

Volley, strike, dribble, throw, implements, self-selected, movement patterns, fitness goals, heart rate, intensity, max heart rate, target heart rate, muscular strength, muscular endurance, cardio-respiratory, flexibility, body composition, rackets, bats, backhand, forehand, levels, speed, relationships, direction, pathways, height, underhand, overhand, sidearm, applied force

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Unit Title	Games and Activity Development		Length of Unit	6 Weeks
Focusing Lens(es)	Creativity	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.6-S.1-GLE.1 PE09-GR.6-S.2-GLE.3 PE09-GR.6-S.4-GLE.1 PE09-GR.6-S.2-GLE.1 PE09-GR.6-S.2-GLE.2 PE09-GR.6-S.1-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are some sports that require more skill and strategy than others? (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3) • What five muscular strength and endurance activities would you do to become physically fit? (PE09-GR.6-S.2-GLE.3-EO.a; IQ.4; RA.3; N.1,2,3) • How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness Prevention and Risk Management			
Concepts	Space, Application, Safety, Strategies, Creativity, Personal Responsibility,			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Awareness of personal and others' space provides for safe activities. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)	What are some consequences for lack of spatial awareness?	How can greater success be achieved through adhering to spatial awareness?
Creativity and strategic problem solving leads to advanced application of game play. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)	What are some strategies that change the dynamics game play?	How do games changes when you apply different strategies?
Increasingly complex use of multiple movement patterns improves the complexity of strategies. PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)	What are advantages to incorporating multiple movement patterns in game play?	How can you show a variety of patterns in game strategies?

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

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

- Demonstrate space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1-EO.i)
- Combine motor skills to play a lead-up or modified game. (PE09-GR.6-S1-GLE.1-EO.h)
- Describe ways to create more space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1)
- Analyze locomotor skills, object manipulation, and an offensive strategy. (PE09-GR.6-S.1-GLE.3-EO.c)

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):

The ability to combine motor skills and creating space between an offensive and defensive player is critical to successfully play a lead-up game.

Academic Vocabulary:

combine, explain, describe, develop

Technical Vocabulary:

motor skills, invasion, net/wall, target, fielding/run-scoring games, offensive and defensive player, cooperative game movement, locomotor skills, object manipulation, offensive strategy, open space, intercepting, safe, unsafe