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| **Content Area** | Physical Education | | | **Grade Level** | High School | | |
| **Course Name/Course Code** | PE 1 | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement Competence and Understanding | 1. Participate at a competent level in a variety of lifelong physical activities | | | | | | PE09-GR.HS-S.1-GLE.1 |
| 1. Understand the cognitive impact of movement | | | | | | PE09-GR.HS-S.1-GLE.2 |
| 1. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings | | | | | | PE09-GR.HS-S.1-GLE.3 |
| 1. Physical and Personal Wellness | 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan | | | | | | PE09-GR.HS-S.2-GLE.1 |
| 1. Identify community resources to maintain lifelong physical activity | | | | | | PE09-GR.HS-S.2-GLE.2 |
| 1. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education | | | | | | PE09-GR.HS-S.2-GLE.3 |
| 1. Emotional and Social Wellness | 1. Demonstrate respect for individual differences in physical activity settings | | | | | | PE09-GR.HS-S.3-GLE.1 |
| 1. Demonstrate collaboration, cooperation, and leadership skills | | | | | | PE09-GR.HS-S.3-GLE.2 |
| 1. Demonstrate responsible behavior in group settings | | | | | | PE09-GR.HS-S.3-GLE.3 |
| 1. Prevention and Risk Management | 1. Understand the risks and safety factors that may affect participation in physical activity | | | | | | PE09-GR.HS-S.4-GLE.1 |
| 1. Demonstrate knowledge of safety and emergency response procedures | | | | | | PE09-GR.HS-S.4-GLE.2 |
| **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** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Cooperating Activities | | | 2 weeks | | | 1 | |
| Fitness Planning | | | 4 weeks | | | 2 | |
| Movement, Activities, Games, Fitness | | | 12 weeks | | | 3 | |

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| **Unit Title** | Cooperating Activities | | | **Length of Unit** | 2 weeks |
| **Focusing Lens(es)** | Relationship | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.HS-S.3-GLE.1  PE09-GR.HS-S.3-GLE.2  PE09-GR.HS-S.3-GLE.3 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Is it more important to have the most skilled players on a team or to have a team that demonstrates teamwork? Which has more influence on the outcome of the game? (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g; IQ.1; RA.2,7; N.1,2,3,4,5) * If you could develop the perfect team, what behavior and traits would your players express? (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,d,e,g,i,j; IQ.4; RA.2,7; N.1,2,3,4,5) * How might one help a teammate with poor physical skills to be a team contributor? (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d; IQ.1; RA.1,2; N.1,2,3,4,5,) | | | | |
| **Unit Strands** | Standard 3 Emotional & Social Wellness  Standard 2 Physical and Personal Wellness  Standard 4 Prevention and Risk Management | | | | |
| **Concepts** | Resolution; Social Responsibility; Cooperation; Leadership; Collaboration; Communication; Participation | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Cooperation and resolution facilitates the achievement of common group goals. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g; IQ.1; RA.2,7; N.1,2,3,4,5) | Give examples of ways to manage conflict. | How does a lack of communication affect the outcome of group goals? |
| Participation in lifetime sports/group activities requires leadership skills and socially responsible forms of behavior. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,d,e,g,i,j; IQ.4; RA.2,7; N.1,2,3,4,5) | What are examples of leadership roles found in group activities? | What does social responsibility look like in a group activity? |
| Communication and collaboration optimizes an individual’s efforts to become an effective group leader. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d; IQ.1; RA.1,2; N.1,2,3,4,5,) | Give examples of ways to collaborate. | Why is effective communication skills needed to be team leader? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Cooperate with a team. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g ) * Collaborate in group work. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d) * Utilize conflict management * Plan self-improvement. (PE09-GR.HS-S.3 -GLE.2-EO.a,b,c,f,g ) * Participate with others. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d) * Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g ) * Use appropriate safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a) * Demonstrate tolerance & non-discrimination. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d) * How to self-reflect. (PE09-GR.HS-S.3-GLE.2-EO.j) |

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| **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):** | | *Cooperative learners know how to use collaboration, leadership skills, and conflict management to effectively meet goals* |
| **Academic Vocabulary:** | Cooperative Learning, Conflict Management, Collaboration, Leadership skills | |
| **Technical Vocabulary:** | Due to the nature of this unit there is no technical vocabulary | |

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| **Unit Title** | Fitness Planning | | | **Length of Unit** | 4 weeks |
| **Focusing Lens(es)** | Wellness | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.HS-S.2-GLE.1  PE09-GR.HS-S.2-GLE.2  PE09-GR.HS-S.2-GLE.3  PE09-GR.HS-S.3-GLE.2  PE09-GR.HS-S.3-GLE.3  PE09-GR.HS-S.4-GLE.1  PE09-GR.HS-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How does one know that a fitness plan is effective? (PE09-GR.HS-S.2-GLE.1-EO.d,e,f; IQ. 4; RA.1,2; N.1,2,3) * If you lived in a social sphere with absolutely no fitness recourse such as facilities, modern equipment or the internet what would you to reach and maintain optimal levels of health and fitness? (PE09-GR.HS-S.2-GLE.2-EO.a,b,c,d; IQ.1,2,3,4,5; N.2,3,5) * Why is using a variety of physical activities important? (PE09-GR.HS-S.2-GLE.3-EO.a,d,g; IQ.2; RA.3; N.1,3) * How are your current fitness goals likely to change over time? (PE09-GR.HS-S.2-GLE.3-EO.b,f; IQ.5; RA.1,2; N.1,2) | | | | |
| **Unit Strands** | Standard 2 Physical and Personal Wellness  Standard 3 Emotional and Personal Wellness  Standard 4 Prevention and Risk Management | | | | |
| **Concepts** | Planning; Integrity; Development; Social Responsibility; Time Management; Safety; Evaluation | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Planning, evaluation and effective time management create the basis for the development of a quality fitness plan. (PE09-GR.HS-S.2-GLE.1-EO.d,e,f; IQ.4; RA.1,2; N.1,2,3) | What are the components of a fitness plan? | What makes a fitness plan effective? |
| Responsibility and safety awareness contribute to the development of a personal fitness plan. (PE09-GR.HS-S.2-GLE.3-EO.b,f; IQ.5; RA.1,2; N.1,2) | What risks need to be addressed when creating a physical fitness plan? | Why is responsibility and integrity important to developing a personal fitness plan? |
| Productive members of team or group activity display a combination of personal integrity and social responsibility. (PE09-GR.HS-S.2-GLE.1-EO.g; IQ.3,4) | What are some traditional and non-traditional ways of cooperative planning and goal setting? | How can developing fitness goals with a partner help a person achieve that goal? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Set goal (PE09-GR.HS-S. 1-GLE.1-EO.e) * Analyze fitness data (PE09-GR.HS-S. 1-GLE.1-EO.e,f;) * Create a plan (PE09-GR.HS-S.1-GLE.1-EO.a) * Manage time. (PE09-GR.HS-S.2-GLE.3-EO.e) * Adjust activity levels (PE09-GR.HS-S.2-GLE.3-EO.f) * Participate with others. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d) * Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g ) * Use appropriate safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a) * Uses of technology and community resources available for fitness (PE09-GR.HS-S.2-GLE.3-RA.2) * Identify safety hazards (PE09-GR.HS-S.4-GLE.1-EO.d) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Physically educated people use personal fitness assessment data, knowledge of the health-related fitness components and community resources to set personal fitness goals and to develop, implement, and participate in a personal fitness plan.* |
| **Academic Vocabulary:** | Health, fitness, consumer choices, goal setting, develop, implement, achieve, monitor, participation, community resources, time management, participation | |
| **Technical Vocabulary:** | Fitness, physical activity, fitness plan, health-related fitness components, fitness assessment data, fitness resources, fitness equipment, pedometer, heart rate monitor, physical activity log, moderate to vigorous, FITT principle | |

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| **Unit Title** | Movement, Activities, Games, Fitness | | | **Length of Unit** | 12 weeks |
| **Focusing Lens(es)** | Movement | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.HS-S.1-GLE.1  PE09-GR.HS-S.1-GLE.2  PE09-GR.HS-S.1-GLE.3  PE09-GR.HS-S.2-GLE.3  PE09-GR.HS-S.3-GLE.1  PE09-GR.HS-S.3-GLE.2  PE09-GR.HS-S.3-GLE.3  PE09-GR.HS-S.4-GLE.1  PE09-GR.HS-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why are both skill related fitness and health related fitness taught? Why is each one important? (PE09-GR.HS-S.1-GLE. 1-EO.a,b,d; IQ.1; RA.2; N.1,2) * What are the pros and cons of participating in a variety of physical activities vs specializing in one sport or activity? (PE09-GR.HS-S.2-GLE.3-EO.a,d,g; IQ.3; RA.3; N.1,3) * Why are proper spotting techniques or partner supports important for lifts and exercises? (PE09-GR.HS-S.4-GLE.1-EO.c; IQ.1; RA.1,2,3; N.1,2) | | | | |
| **Unit Strands** | Movement competence and understanding  Physical and Personal Wellness  Emotional and Social Wellness  Prevention and Risk Management | | | | |
| **Concepts** | Sequencing/ patterns; Social Responsibility; Sportsmanship; Integrity; Transfer of Knowledge; Safety; Rules; Norms; Values | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Knowledge and understanding of movement concepts, improves individual skill performance and promotes brain development. (PE09-GR.HS-S.1-GLE.1-EO.a,b,d; IQ.1; RA.2; N.1,2) | What are activities that promote neural pathway development? | Why is exercise important for a healthy brain? |
| A commitment to sportsmanship, integrity and safety ensures maximum benefit and enjoyment of activities for all participants. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,d,e,g,i,j; IQ.4; RA.2,7; N.1,2,3,4,5) | What are some games or activities that allow for equal participation of all members of the team? | How might one help a teammate with poor physical skills to be a team contributor? |
| Application of rules, norms, and values demonstrates sportsmanship and integrity. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,d,e,g,i,j; IQ.4; RA.2,7; N.1,2,3,4,5) | What are some common rules found in multiple sports/activities? | If there were no rules, how would that change the experience for the participants? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Apply components of fitness to activities. (PE09-GR.HS-S.1-GLE.1-EO.a,b,d;) * Combine and apply movement patterns/sequencing. (PE09-GR.HS-S.1-GLE.1-EO.a) * Participate in movements that improve brain development. (PE09-GR.HS-S.1-GLE.2) * Demonstrate proper spotting. (PE09-GR.HS-S.4-GLE.1-EO.c) * Participate with others. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d) * Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3 -GLE.2-EO.a,b,c,f,g ) * Use appropriate safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a) * Identify parts of the brain and brain development concepts. (PE09-GR.HS-S.1-GLE.2-EO.b) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Life-long physical activity can be attained with the knowledge and application of health & skill related fitness components, and utilizing proper training and injury prevention techniques.* |
| **Academic Vocabulary:** | Performance, demonstrate, cognitive information, movement, participation, appreciation, decisions, cooperation, strategies, safety | |
| **Technical Vocabulary:** | Motor skill acquisition, skill related fitness components, health related components of fitness, life-long sports and games, proper spotting techniques, prevention of injuries | |