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| **Content Area** | Physical Education | | | **Grade Level** | 6th 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 |
| 1. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding | | | | | | PE09-GR.6-S.1-GLE.2 |
| 1. Use information from a variety of resources to improve performance | | | | | | PE09-GR.6-S.1-GLE.3 |
| 1. Physical and Personal Wellness | 1. Set personal goals for improving health-related fitness | | | | | | PE09-GR.6-S.2-GLE.1 |
| 1. Demonstrate the ability to perform self-paced cardiovascular endurance activities | | | | | | PE09-GR.6-S.2-GLE.2 |
| 1. 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 |
| 1. 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 |
| 1. Work cooperatively and productively in a group | | | | | | PE09-GR.6-S.3-GLE.2 |
| 1. 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* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |