|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Physical Education | | | **Grade Level** | High School | | |
| **Course Name/Course Code** |  | | | | | | |
| **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** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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:** |  | |