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| **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** |
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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:** |  |