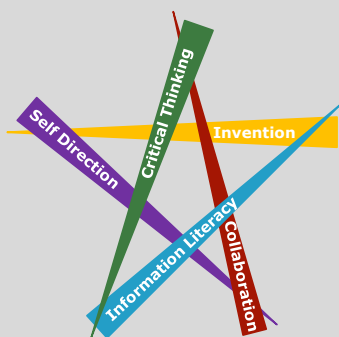


**Curriculum Development Course at a Glance  
Planning for 5<sup>th</sup> Grade Physical Education**

| Content Area                             | Physical Education                                                                                                                    | Grade Level         | 5 <sup>th</sup> Grade |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|
| Course Name/Course Code                  |                                                                                                                                       |                     |                       |
| Standard                                 | Grade Level Expectations (GLE)                                                                                                        | GLE Code            |                       |
| 1. Movement Competence and Understanding | 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills                                   | PE09-GR.5-S.1-GLE.1 |                       |
|                                          | 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills           | PE09-GR.5-S.1-GLE.2 |                       |
| 2. Physical and Personal Wellness        | 1. Understand and apply basic principles of training to improving physical fitness                                                    | PE09-GR.5-S.2-GLE.1 |                       |
|                                          | 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance                          | PE09-GR.5-S.2-GLE.2 |                       |
|                                          | 3. Connect the health-related fitness components to the body systems                                                                  | PE09-GR.5-S.2-GLE.3 |                       |
| 3. Emotional and Social Wellness         | 1. Assess and take responsibility for personal behavior and stress management                                                         | PE09-GR.5-S.3-GLE.1 |                       |
|                                          | 2. Choose to participate cooperatively and productively in group and individual physical activities                                   | PE09-GR.5-S.3-GLE.2 |                       |
|                                          | 3. Identify personal activity interests and abilities                                                                                 | PE09-GR.5-S.3-GLE.3 |                       |
| 4. Prevention and Risk Management        | 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation | PE09-GR.5-S.4-GLE.1 |                       |

### Colorado 21<sup>st</sup> Century Skills



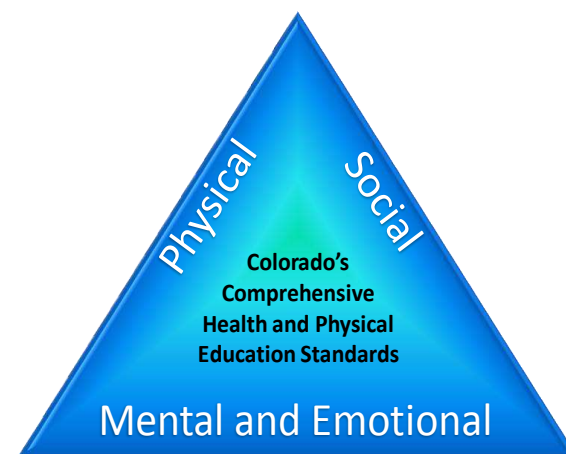
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**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 |
|---------------------------------------------------|------------------------------|----------------------|
| Responsible Behavior and Decision Making          | 4 weeks                      | 1                    |
| Health Related Fitness and Principals Of Training | 8 weeks                      | 2                    |
| Gymnastics, Dance, Rhythm                         | 8 weeks                      | 3                    |
| Relationships Between Skills and Sports           | 14 weeks                     | 4                    |

**Curriculum Development Course at a Glance**  
**Planning for 5<sup>th</sup> Grade Physical Education**

| Unit Title                              | Responsible Behavior and Decision Making                                                                                                                                                                                                                                                                                                                                                                   |                                                               | Length of Unit                                                                                                                         | 4 weeks |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| Focusing Lens(es)                       | Personal /Social Wellness                                                                                                                                                                                                                                                                                                                                                                                  | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.5-S.2-GLE.1<br>PE09-GR.5-S.2-GLE.3<br>PE09-GR.5-S.3-GLE.1<br>PE09-GR.5-S.3-GLE.2<br>PE09-GR.5-S.3-GLE.3<br>PE09-GR.5-S.4-GLE.1 |         |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"><li>How can we demonstrate appreciation and value for differences? (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2)</li><li>What is the difference between bullying and aggression? (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2)</li><li>Why do teams sometimes shake hands with the opposition after competing? (PE09-GR.5-S.3-GLE.3-EO.b; IQ.5; N.2,4)</li></ul> |                                                               |                                                                                                                                        |         |
| Unit Strands                            | Prevention and Risk Management in Health<br>Emotional and Social Wellness in Physical Education<br>Physical and Personal Wellness in Physical Education                                                                                                                                                                                                                                                    |                                                               |                                                                                                                                        |         |
| Concepts                                | Cooperation; Acknowledgment; Demonstration; Contribution; Preparation; Engage; Enhance; Response; Identification                                                                                                                                                                                                                                                                                           |                                                               |                                                                                                                                        |         |

| Generalizations<br>My students will Understand that...                                                                                                                                         | Guiding Questions                                                                      |                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------|
|                                                                                                                                                                                                | Factual                                                                                | Conceptual                                              |
| Meaningful contribution to group activities directly influences the cooperation level and outcomes of group activities. (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2)                    | What some examples of cooperation in an activity game or sport?                        | How does listening to others benefit the group?         |
| Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports. (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2) | What are some different forms showing encouragement?                                   | How does it feel to be excluded from an activity?       |
| Goal setting prepares and enhances self and others to work together for a common purpose. (PE09-GR.5-S.3-GLE.1-EO.b; IQ.1,4,5; RA.2; N.1)                                                      | What is are examples of goals and how so you go about determining it is a needed goal? | Why is goal setting important to improving performance? |

**Curriculum Development Course at a Glance  
Planning for 5<sup>th</sup> Grade Physical Education**

**Key Skills:**

**My students will be able to (Do)...**

- Acknowledge and accommodate differences in others abilities. (PE09-GR.5-S.3-GLE.2-EO.a,c)
- Show responsibility when winning and losing. (PE09-GR.5-S.3-GLE.3-EO.a,b)
- Respond to peer pressure and problem solve in a positive way. (PE09-GR.5-S.3-GLE.1-EO.a) (PE09-GR.5-S.3-GLE.2-EO.b,e)
- Explain safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EO.a)
- Understand the importance of physical activity. (PE09-GR.5-S.2-GLE.3-EO.a)

**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):**

*Positive behaviors will help support and promote physical activity for all students in a variety of settings.*

**Academic Vocabulary:**

Safety, Cooperate, problem-solve, conflict resolution, peer pressure

**Technical Vocabulary:**

Sportsmanship

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

| Unit Title                              | Health Related Fitness and Principals of Training                                                                                                                                                                                                                                                                                                                                                                                              |                                                               | Length of Unit                                                                                                                                                | 10 weeks |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Focusing Lens(es)                       | Fitness                                                                                                                                                                                                                                                                                                                                                                                                                                        | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.5-S.1-GLE.1<br>PE09-GR.5-S.1-GLE.2<br>PE09-GR.5-S.2-GLE.3<br>PE09-GR.5-S.3-GLE.1<br>PE09-GR.5-S.3-GLE.2<br>PE09-GR.5-S.3-GLE.3<br>PE09-GR.5-S.4-GLE.1 |          |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"><li>Which component of skill-related fitness is most important, and why? (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1)</li><li>Which components of skill-related fitness do you like the most? (PE09-GR.5-S.2-GLE.2-EO.a; IQ.1; RA.3; N.1)</li><li>What are all of the different ways that one can determine the intensity of an activity? (PE09-GR.5-S.2-GLE.1-EO.a,c,f,l,j,k; IQ.2; RA.2,4,5; N.1)</li></ul> |                                                               |                                                                                                                                                               |          |
| Unit Strands                            | Movement Competencies in Physical Education<br>Prevention and Risk Management in Health<br>Emotional and Social Wellness in Physical Education<br>Physical and Personal Wellness in Physical Education                                                                                                                                                                                                                                         |                                                               |                                                                                                                                                               |          |
| Concepts                                | Documentation; Analysis; Explanation; Creativity; Differentiate; Determine; Demonstration; Identification; Training; Enhancement; Engagement; Response                                                                                                                                                                                                                                                                                         |                                                               |                                                                                                                                                               |          |

| Generalizations<br>My students will <b>Understand</b> that...                                                                                                                         | Guiding Questions                                                    |                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                       | Factual                                                              | Conceptual                                                                          |
| Identification of personal goals and demonstration of appropriate procedures for participation promotes healthy lifestyles. (PE09-GR.5-S.2-GLE.1-EO.a,c,f,l,j,k; IQ.2; RA.2,4,5; N.1) | What are the components of the S.M.A.R.T. principle?                 | Why is goal setting important?                                                      |
| Documentation and analysis of health related fitness and the effect it has on overall health enhances training efforts. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1)                   | What are some things you could do to improve health related fitness? | Why is it beneficial to record your food consumption?                               |
| Differentiation of activities promotes and enhances the body's response to various activities, games, and sports. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1)                         | How does performing a variety of exercises benefit your body?        | Why does your body react in different ways to various activities, games and sports? |

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

**Key Skills:**

**My students will be able to (Do)...**

- Analyze, create, and participate in activities that work towards fitness goals. (PE09-GR.5-S.1-GLE.2-EO.c) (PE09-GR.5-S.2-GLE.1-EO.b,h) (PE09-GR.5-S.3-GLE.1-EO. b)
- Record and analyze food consumption. (PE09-GR.5-S.2-GLE.1-EO.d)
- Accurately take pulse. (PE09-GR.5-S.2,GLE.1-EO.a)
- Demonstrate appropriate warm-up procedures (PE09-GR.5-S.2-GLE.3-EO.b)
- How to differentiate and determine intensity levels. (PE09-GR.5-S.2-GLE.1-EO.c,k)
- How to find training zones and identify whether it is aerobic and anaerobic. (PE09-GR.5-S.2-GLE.1-EO.f,j)
- Demonstrate the importance of warm-up and cool down activities. (PE09-GR.5-S.4-GLE.1-EO.b,c)
- Demonstrate the importance of nutrition and hydration during physical activity. (PE09-GR.5-S.2-GLE.1-EO.e) (PE09-GR.5-S.2-GLE.2-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):**

*Fitness will be improved by nutrition, goal setting and understanding of proper progression of training principles.*

**Academic Vocabulary:**

Goals, identify, physical activity, nutrition, intensity, dehydration

**Technical Vocabulary:**

Aerobic, anaerobic, training zone, warm-up, cool-down, health related fitness,

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

| Unit Title                              | Gymnastics, Rhythm, and Dance                                                                                                                                                                                                                                                                                                                                                                     |                                                               | Length of Unit                                                                                                                                                                       | 8 weeks |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Focusing Lens(es)                       | Movement/Sequencing                                                                                                                                                                                                                                                                                                                                                                               | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.5-S.1-GLE.1<br>PE09-GR.5-S.1-GLE.2<br>PE09-GR.5-S.2-GLE.1<br>PE09-GR.5-S.2-GLE.2<br>PE09-GR.5-S.2-GLE.3<br>PE09-GR.5-S.3-GLE.2<br>PE09-GR.5-S.3-GLE.3<br>PE09-GR.5-S.4-GLE.1 |         |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"><li>What types of dancing are similar to each other? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.6; RA.3; N.3)</li><li>Why does one need to know a variety of dances? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3; RA.3; N.3)</li><li>How can one create a gymnastics routine without moving from one place to another? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.5; RA.3; N.3)</li></ul> |                                                               |                                                                                                                                                                                      |         |
| Unit Strands                            | Prevention and Risk Management in Health<br>Emotional and Social Wellness in Physical Education<br>Physical and Personal Wellness in Physical Education<br>Movement Competencies in Physical Education                                                                                                                                                                                            |                                                               |                                                                                                                                                                                      |         |
| Concepts                                | Demonstration; Identification; Enhance; Engage; Responds; Patterns; Analyze; Sequencing; Transfer; Direction; Speed ; Flow; Refine; Routine                                                                                                                                                                                                                                                       |                                                               |                                                                                                                                                                                      |         |

| Generalizations<br>My students will <b>Understand</b> that...                                                                                              | Guiding Questions                                 |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                                                                                                                                            | Factual                                           | Conceptual                                                                              |
| The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization. (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3,5,6; RA.3; N.3) | What is sequencing?                               | How does speed affect performance?                                                      |
| Patterns, sequencing, and direction changes create dance routines. (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3,5,6; RA.3; N.3)                                     | What are some different types of dance?           | How does dance improve movement skills?<br>What can dance teach one about other sports? |
| Identification of the skill related components of fitness enhances the application of skillful movement. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.1,2,3; RA.3; N.1)   | What are the skill related components of fitness? | How does the skill related fitness enhance movement?                                    |

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

**Key Skills:**

**My students will be able to (Do)...**

- Create and demonstrate a gymnastics, dance or jump routine with smooth transitions. (PE09-GR.5-S.1-GLE.1-EO.fghi) and (PE09-GR.5-S.1-GLE.2-EO.g)
- Engage with confidence in moderate to vigorous activities. (PE09-GR.5-S.2-GLE.1-EO.l) and (PE09-GR.5-S.3-GLE.3-EO.c)
- Perform flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g)
- Perform activities for skill related fitness. (PE09-GR.5-S.2-GLE.2-EO.a)
- Identify safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EO.d)

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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):**

*Create a pattern or routine that combines movement skills that leads to life-long physical activity.*

**Academic Vocabulary:**

Refine, create, patterns, sequence, smooth transitions,

**Technical Vocabulary:**

Dance, agility, power, coordination, balance, reaction time, speed

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

| Unit Title                              | Relationships Between Skills and Sports                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                               | Length of Unit                                                                                                                                                                                              | 16 weeks |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Focusing Lens(es)                       | Manipulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.5-S.1-GLE.1<br>PE09-GR.5-S.1-GLE.2<br>PE09-GR.5-S.2-GLE.1<br>PE09-GR.5-S.2-GLE.2<br>PE09-GR.5-S.2-GLE.3<br>PE09-GR.5-S.3-GLE.1<br>PE09-GR.5-S.3-GLE.2<br>PE09-GR.5-S.3-GLE.3<br>PE09-GR.5-S.4-GLE.1 |          |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"><li>Which skills can one take from other activities that will allow one to become better in your selected activity? (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2)</li><li>What are some activities that require the combination of skills? (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2)</li><li>Will understanding skills allow for participation in other activities later in life? (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e; IQ.1; RA.1,2; N.1,2,3)</li></ul> |                                                               |                                                                                                                                                                                                             |          |
| Unit Strands                            | Prevention and Risk Management in Health<br>Emotional and Social Wellness in Physical Education<br>Physical and Personal Wellness in Physical Education<br>Movement Competencies in Physical Education                                                                                                                                                                                                                                                                                                          |                                                               |                                                                                                                                                                                                             |          |
| Concepts                                | Analyze; Application; Sequence; Flow; Demonstration; Control; Accuracy; Engage; Enhance; Responds; Identification                                                                                                                                                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                                                                                             |          |

| Generalizations<br>My students will <b>Understand</b> that...                                                                                                                            | Guiding Questions                                                                    |                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                          | Factual                                                                              | Conceptual                                                                                                                                         |
| Control of self and objects enhances accuracy and success in activities, games and sport. (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2)                                        | What are some examples of accuracy in different sports and activities?               | Why is accuracy and control important?                                                                                                             |
| Analysis and awareness of self (and peer) behaviors during engaging activities enhances identification of efficient and skillful movers. (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2) | What are the key components of nonlocomotor movements (throwing, dribbling, volley)? | What can you learn from watching others?<br>Why do professional athletes sometimes blame others for their performance?                             |
| Identification of responsible behaviors allows for responding to safe and unsafe environments. (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2)                                           | What are the rules for (insert games, activities)?                                   | Why is it important to follow the rules of a game or activity?<br>Does your view of talking to officials change when you are an official yourself? |

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

|                                                                                                                                                          |                                   |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------|
| Knowledge of sequence and flow increases proficient skill application during (varied) game play. (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2) | What is offense? What is defense? | How does flow affect a game or activity? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------|

**Key Skills:**

**My students will be able to (Do)...**

- Analyze and demonstrate throw, catch, dribble, volley, strike and locomotor skills. (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e) and (PE09-GR.5-S.1-GLE.2-EO.a,d,e)
- Use strategy during game play. (PE09-GR.5-S.1-GLE.2-EO.f)
- Create exercise plan (PE09-GR.5-S.2-GLE.2-EO.b)
- Officiate and demonstrate respect for self and others during game play. (PE09-GR.5-S.3-GLE.1-EO.d,c) and (PE09-GR.5-S.3-GLE.2-EO.d)
- Identify differences between skills. (PE09-GR.5-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):**

*Analyzing self and others through skill and sport activities promotes mature movement.*

**Academic Vocabulary:**

Analyze, strategies, officiate, accuracy, force

**Technical Vocabulary:**

Throw, catch, locomotor, non-locomotor, strike, volley, dribble, kick