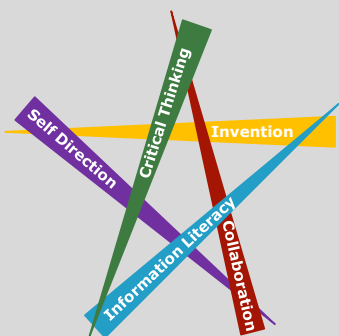
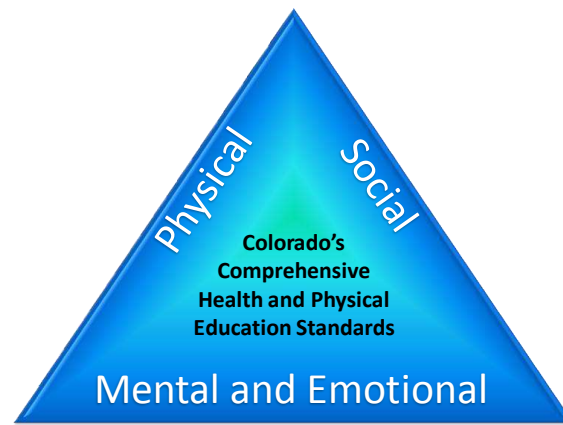


**Curriculum Development Course at a Glance
Planning for High School Physical Education**

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	
	2. Understand the cognitive impact of movement			PE09-GR.HS-S.1-GLE.2	
	3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings			PE09-GR.HS-S.1-GLE.3	
2. 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	
	2. Identify community resources to maintain lifelong physical activity			PE09-GR.HS-S.2-GLE.2	
	3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education			PE09-GR.HS-S.2-GLE.3	
3. Emotional and Social Wellness	1. Demonstrate respect for individual differences in physical activity settings			PE09-GR.HS-S.3-GLE.1	
	2. Demonstrate collaboration, cooperation, and leadership skills			PE09-GR.HS-S.3-GLE.2	
	3. Demonstrate responsible behavior in group settings			PE09-GR.HS-S.3-GLE.3	
4. 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	
	2. Demonstrate knowledge of safety and emergency response procedures			PE09-GR.HS-S.4-GLE.2	
 Colorado 21st Century Skills Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Own Your Learning</i> Invention: <i>Creating Solutions</i>  Colorado's Comprehensive Health and Physical Education Standards					
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	

Curriculum Development Overview
Unit Planning for High School Physical Education

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			

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?

Curriculum Development Overview
Unit Planning for High School Physical Education

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)

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

Curriculum Development Overview
Unit Planning for High School Physical Education

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			

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?

Curriculum Development Overview
Unit Planning for High School Physical Education

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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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):

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

Curriculum Development Overview
Unit Planning for High School Physical Education

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			

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?

Curriculum Development Overview
Unit Planning for High School Physical Education

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)

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):

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