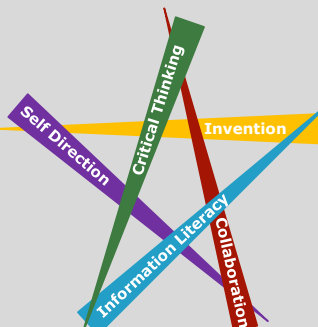


**Curriculum Development Course at a Glance  
Planning for High School Physical Education**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	PE 1		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
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 21<sup>st</sup> Century Skills**



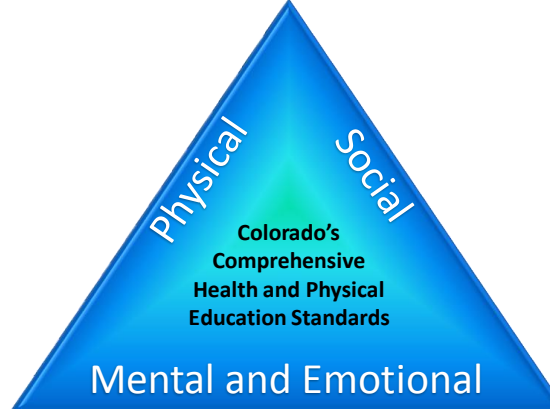
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



**Colorado's  
Comprehensive  
Health and Physical  
Education Standards**

**Physical**      **Social**

**Mental and Emotional**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
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**

<b>Unit Title</b>	Cooperating Activities		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Relationship	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.3-GLE.1 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.3-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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,)</li> </ul>			
<b>Unit Strands</b>	Standard 3 Emotional & Social Wellness Standard 2 Physical and Personal Wellness Standard 4 Prevention and Risk Management			
<b>Concepts</b>	Resolution; Social Responsibility; Cooperation; Leadership; Collaboration; Communication; Participation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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**

<b>Unit Title</b>	Fitness Planning		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Wellness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• If you lived in a social sphere with absolutely no fitness recourse such as facilities, modern equipment or the internet what would you do 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>			
<b>Unit Strands</b>	Standard 2 Physical and Personal Wellness Standard 3 Emotional and Personal Wellness Standard 4 Prevention and Risk Management			
<b>Concepts</b>	Planning; Integrity; Development; Social Responsibility; Time Management; Safety; Evaluation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	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.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>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.</i>
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<b>Academic Vocabulary:</b>	Health, fitness, consumer choices, goal setting, develop, implement, achieve, monitor, participation, community resources, time management, participation
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<b>Technical Vocabulary:</b>	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
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**Curriculum Development Overview  
Unit Planning for High School Physical Education**

<b>Unit Title</b>	Movement, Activities, Games, Fitness		<b>Length of Unit</b>	12 weeks
<b>Focusing Lens(es)</b>	Movement	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>			
<b>Unit Strands</b>	Movement competence and understanding Physical and Personal Wellness Emotional and Social Wellness Prevention and Risk Management			
<b>Concepts</b>	Sequencing/ patterns; Social Responsibility; Sportsmanship; Integrity; Transfer of Knowledge; Safety; Rules; Norms; Values			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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)

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<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Life-long physical activity can be attained with the knowledge and application of health &amp; skill related fitness components, and utilizing proper training and injury prevention techniques.</i>
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<b>Academic Vocabulary:</b>	Performance, demonstrate, cognitive information, movement, participation, appreciation, decisions, cooperation, strategies, safety
<b>Technical Vocabulary:</b>	Motor skill acquisition, skill related fitness components, health related components of fitness, life-long sports and games, proper spotting techniques, prevention of injuries