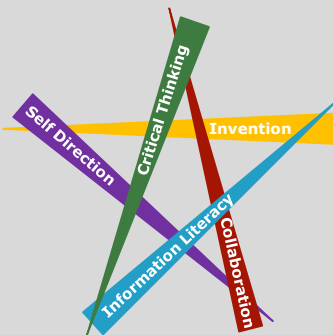


**Curriculum Development Course at a Glance  
Planning for High School Physical Education**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	PE2		
<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**



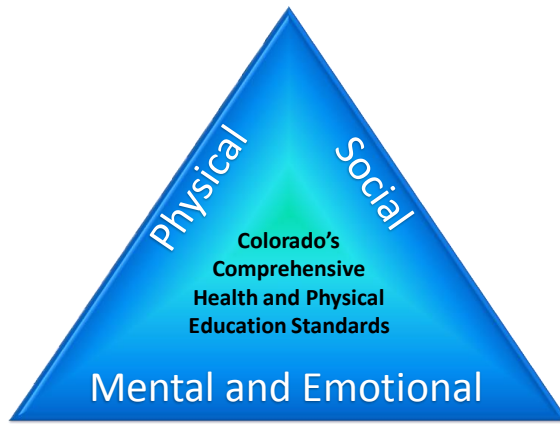
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**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**

**Mental and Emotional**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Personal Fitness Planning	6-8 weeks	1
Advanced Strategies, Application	6-8 weeks	2
Community/ Lifelong Activities	2-4 weeks	3

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

<b>Unit Title</b>	Personal Fitness Planning		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	Wellness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.2 PE09-GR.HS-S.1-GLE.3 PE09-GR.HS-S.2-GLE.1 PE09-GR.HS-S.2-GLE.3 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.4-GLE.1	
<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.a; IQ.1,2,3,4; RA.3; N.1,2)</li> <li>How can one become more mentally prepared for competition and sports performance? (PE09-GR.HS-S.1-GLE.2-EO.d,e; IQ.3; RA.2; N.2)</li> <li>Why is using a variety of physical activities important? (PE09-GR.HS-S.2-GLE.3-EO.g; IQ.1; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Movement Competence & Understanding in Physical Education Physical and Personal Wellness in Physical Education			
<b>Concepts</b>	Fitness Planning, Development, Analysis, Integrity, Responsibility, Safety,			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Ongoing analysis helps individuals develop a quality fitness plan. (PE09-GR.HS-S.2-GLE.1-EO.a; IQ.1,2,3,4; RA.3; N.1,2)	What are the components of a fitness plan?	How does analysis of fitness data help to develop a personal fitness program? How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?
Responsibility and integrity contribute to the development of a personal fitness plan. ? (PE09-GR.HS-S.2-GLE.1-EO.a; IQ.1,2,3,4; RA.3; N.1,2)	What are some safety components that need to be included in a fitness plan?	Why is responsibility and integrity important to developing a personal fitness plan?
Analysis and understanding of personal safety can reduce anxiety and increase performance. (PE09-GR.HS-S.2-GLE.3-EO.g; IQ.1; N.1,2)	What are some affects of anxiety on decision making?	When is anxiety helpful, and when is it harmful in a competitive situation?

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

**Key Skills:  
My students will be able to (Do)...**

- Evaluate own responses. (PE09-GR.HS-S.1-GLE.2-EO.d)
- Create a Fitness Plan. (PE09-GR.HS-S.2-GLE.1-EO.a)
- Modify plan based on skills and performance feedback. (PE09-GR.HS-S.1-GLE.3-EO.b)
- Participate in self-selected activities. (PE09-GR.HS-S.2-GLE.3-EO.g)
- Analyze fitness data. (PE09-GR.HS-S.1-GLE.3-EO.a)
- Demonstrate appropriate/ responsible behavior(PE09-GR.HS-S.3-GLE.1-EO.d)
- Use appropriate safety procedures/ equipment. (PE09-GR.HS-S.4-GLE.1-EO.a)
- Psychological responses to physical activity. (PE09-GR.HS-S.1-GLE.2-EO.d)
- How physical activities relate to goals(PE09-GR.HS-S.2-GLE.1-EO.d)
- How to identify safety hazards.( PE09-GR.HS-S.4-GLE.1-EO.d)

**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):**

*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**

<b>Unit Title</b>	Advanced Strategies, Application		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	Complex Movement	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.1 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 is it important for an individual to practice and learn sports skills? (PE09-GR.HS-S.1-GLE.1-EO.c; IQ.4; RA.2; N.1,2)</li> <li>• How do you choose to lead or follow in group settings? (PE09-GR.HS-S.3-GLE.2-EO.c,f; IQ.2; RA.1; N.1,2,4)</li> <li>• Why is risk a positive aspect of physical activity? (PE09-GR.HS-S.4-GLE.1-EO.a,b; IQ.4; RA.3,4; N.2)</li> <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> </ul>			
<b>Unit Strands</b>	Movement Competence & Understanding in Physical Education Emotional and Social Wellness in Physical Education Prevention and Risk Management in Physical Education			
<b>Concepts</b>	Sequencing, Leadership, Integration, Rules, Integrity, Social Responsibility, Awareness			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Integration of knowledge, skills, and rules advance and develop improved performance. (PE09-GR.HS-S.1-GLE.1-EO.c; IQ.4; RA.2; N.1,2)	What are the biomechanical principles that are important for safe performance?	How does the integration of knowledge, skills and rules improve game performance?
Leadership and integrity exemplify the social responsible behaviors required for effective group dynamics. (PE09-GR.HS-S.3-GLE.2-EO.c,f; IQ.2; RA.1; N.1,2,4)	What are some different leadership roles present in group activity?	How can a lack of leadership and integrity impact group dynamics?
Ongoing awareness of how personal fitness affects community health demonstrates social responsibility. (PE09-GR.HS-S.1-GLE.1-EO.a,b,d; IQ.1; RA.2; N.1,2)	How does your personal health affect community wellness?	How can someone motivate another person to participate in physical activity?

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

**Key Skills:  
My students will be able to (Do)...**

- Perform proper spotting. (PE09-GR.HS-S.4-GLE.1-EO.c)
- Compare and Contrast leadership skills in various activities(PE09-GR.HS-S.3-GLE.2-EO.f)
- Demonstrate Leadership skills(PE09-GR.HS-S.3-GLE.2-EO.j)
- Apply Biomechanics and Exercise Physiology principles for safe performance (PE09-GR.HS-S.4-GLE.1-EO.b)
- Use Training and Conditioning Practices. (PE09-GR.HS-S.1-GLE.1-EO.d)
- Demonstrate Offensive, Defensive, and Transition strategies. (PE09-GR.HS-S.1-GLE.1-EO.c)
- Demonstrate Coaching and Official Skills. (PE09-GR.HS-S.1-GLE.1-EO.c)
- Combine and apply movement patterns (PE09-GR.HS-S.1-GLE.1-EO.a)
- Participate with others. (PE09-GR.HS-S.3-GLE.1-EO.b)
- Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.3-EO.b)
- Use appropriate safety procedures/ equipment. (PE09-GR.HS-S.4-GLE.1-EO.a)

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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):**

*Demonstration and application of the skill-related components of fitness, proper exercise physiology, biomechanics and training practices, as well as the utilization of sport strategies and safety procedures result in successful performance in a variety of lifelong activities.*

**Academic Vocabulary:**

Demonstrate, performance, emergency procedures, strategies, develop, identify, utilize, strengths, individual, group setting, responsible behavior, engage, safety

**Technical Vocabulary:**

Proper spotting, biomechanics, exercise physiology, injury prevention, safety equipment, skill-related components of fitness, simple to complex movement patterns, training & conditioning practices, skill acquisition, offense, defense, coaching & officiating strategies, physical fitness plan, leisure/workplace physical activities,

**Curriculum Development Overview**  
**Unit Planning for High School Physical Education**

Unit Title	Community/ Lifelong Activities		Length of Unit	2-4 weeks
Focusing Lens(es)	Independence	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):	<ul style="list-style-type: none"> <li>If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost? (PE09-GR.HS-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1,2,3,4; N.1,2,3,5)</li> <li>Why is it important to be trained in first aid, CPR, lifeguarding, water safety, and AEDs? (PE09-GR.HS-S.4-GLE.2-EO.a; IQ.1,3; RA.2; N.1,2,3)</li> <li>How do TV commercials and other fitness advertisements try to influence one to buy certain products, and how does one decide on quality fitness facilities, equipment, and activities? (PE09-GR.HS-S.2-GLE.2-EO.c; IQ.2; RA.1,2,4,5; N.1,2,3,5)</li> </ul>			
Unit Strands	Physical and Personal Wellness in Physical Education Emotional and Social Wellness in Physical Education Prevention and Risk Management in Physical Education			
Concepts	Social Responsibility, Autonomy, Safety			

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Socially responsible behaviors form the framework for lifelong physical activity. (PE09-GR.HS-S.3-GLE.2-EO.b; RA.1,3; N.2,)	What physical activity opportunities exist in the community?	Why is it important to be able to make wise consumer choices about equipment, products and programs?
Attention to safety illustrates socially responsible behavior. (PE09-GR.HS-S.4-GLE.2-EO.a; IQ.1,3; RA.2; N.1,2,3)	Identify possible equipment and facility safety hazards.	Why is it important to learn CPR/First-aid?
Increased autonomy carries an increased attention to safety. (PE09-GR.HS-S.2-GLE.2-EO.c; IQ.2; RA.1,2,4,5; N.1,2,3,5)	What are some safety considerations that need to be addressed before, during and after physical activity?	Where is the best place to find opportunities to participate in physical activity?

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

**Key Skills:  
My students will be able to (Do)...**

- Demonstrate the ability to make wise consumer choices. (PE09-GR.HS-S.2-GLE.2-EO.c)
- Participate in activities outside of class. (PE09-GR.HS-S.2-GLE.3-EO.b)
- Positively interact with others (PE09-GR.HS-S.3-GLE.2-EO.e)
- Participate with others. (PE09-GR.HS-S.3-GLE.1-EO.b)
- Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.3-EO.b)
- Use appropriate safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a)
- Identify safety hazards. (PE09-GR.HS-S.4-GLE.1-EO.d)

**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):**

*Independent participation in a variety of fitness related physical activity in the community requires awareness of self and others for optimal safety and responsibility.*

**Academic Vocabulary:**

Evaluate , Consumer Choices, Community, Design, Role of Cooperation, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access

**Technical Vocabulary:**

Physical Activity, Components of Fitness (Strength, Flexibility, Cardio Vascular, Frequency, Intensity), 1st Aid, CPR, Water safety, AEDs, Lifeguard, Safety hazard, Safety equipment,