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| **Content Area** | Physical Education | | | **Grade Level** | 5th 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 |
| 1. 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 |
| 1. Physical and Personal Wellness | 1. Understand and apply basic principles of training to improving physical fitness | | | | | | PE09-GR.5-S.2-GLE.1 |
| 1. Demonstrate understanding of skill-related components of fitness and how they affect physical performance | | | | | | PE09-GR.5-S.2-GLE.2 |
| 1. Connect the health-related fitness components to the body systems | | | | | | PE09-GR.5-S.2-GLE.3 |
| 1. Emotional and Social Wellness | 1. Assess and take responsibility for personal behavior and stress management | | | | | | PE09-GR.5-S.3-GLE.1 |
| 1. Choose to participate cooperatively and productively in group and individual physical activities | | | | | | PE09-GR.5-S.3-GLE.2 |
| 1. Identify personal activity interests and abilities | | | | | | PE09-GR.5-S.3-GLE.3 |
| 1. 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 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** | |
| 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 | |

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| **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  PE09-GR.5-S.2-GLE.3  PE09-GR.5-S.3-GLE.1  PE09-GR.5-S.3-GLE.2  PE09-GR.5-S.3-GLE.3  PE09-GR.5-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * 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) | | | | |
| **Unit Strands** | Prevention and Risk Management in Health  Emotional and Social Wellness in Physical Education  Physical and Personal Wellness in Physical Education | | | | |
| **Concepts** | Cooperation; Acknowledgment; Demonstration; Contribution; Preparation; Engage; Enhance; Response; Identification | | | | |

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| **Generalizations**  **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? |

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| **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) |

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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):** | | *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 | |

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| **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  PE09-GR.5-S.1-GLE.2  PE09-GR.5-S.2-GLE.3  PE09-GR.5-S.3-GLE.1  PE09-GR.5-S.3-GLE.2  PE09-GR.5-S.3-GLE.3  PE09-GR.5-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * 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,I,j,k; IQ.2; RA.2,4,5; N.1) | | | | |
| **Unit Strands** | Movement Competencies in Physical Education  Prevention and Risk Management in Health  Emotional and Social Wellness in Physical Education  Physical and Personal Wellness in Physical Education | | | | |
| **Concepts** | Documentation; Analysis; Explanation; Creativity; Differentiate; Determine; Demonstration; Identification; Training; Enhancement; Engagement; Response | | | | |

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| **Generalizations**  **My students will Understand 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,I,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? |

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| **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) |

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| **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, | |

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| **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  PE09-GR.5-S.1-GLE.2  PE09-GR.5-S.2-GLE.1  PE09-GR.5-S.2-GLE.2  PE09-GR.5-S.2-GLE.3  PE09-GR.5-S.3-GLE.2  PE09-GR.5-S.3-GLE.3  PE09-GR.5-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * 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) | | | | |
| **Unit Strands** | Prevention and Risk Management in Health  Emotional and Social Wellness in Physical Education  Physical and Personal Wellness in Physical Education  Movement Competencies in Physical Education | | | | |
| **Concepts** | Demonstration; Identification; Enhance; Engage; Responds; Patterns; Analyze; Sequencing; Transfer; Direction; Speed ; Flow; Refine; Routine | | | | |

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| **Generalizations**  **My students will Understand 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?  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? |

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| **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.I) 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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| **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 | |

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| **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  PE09-GR.5-S.1-GLE.2  PE09-GR.5-S.2-GLE.1  PE09-GR.5-S.2-GLE.2  PE09-GR.5-S.2-GLE.3  PE09-GR.5-S.3-GLE.1  PE09-GR.5-S.3-GLE.2  PE09-GR.5-S.3-GLE.3  PE09-GR.5-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * 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) | | | | |
| **Unit Strands** | Prevention and Risk Management in Health  Emotional and Social Wellness in Physical Education  Physical and Personal Wellness in Physical Education  Movement Competencies in Physical Education | | | | |
| **Concepts** | Analyze; Application; Sequence; Flow; Demonstration; Control; Accuracy; Engage; Enhance; Responds; Identification | | | | |

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| **Generalizations**  **My students will Understand 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?  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?  Does your view of talking to officials change when you are an official yourself? |
| 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? |

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| **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 | |