# Curriculum Development Course at a Glance
## Planning for 5th Grade Physical Education

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

## 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Behavior and Decision Making</td>
<td>4 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Health Related Fitness and Principals Of Training</td>
<td>8 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Gymnastics, Dance, Rhythm</td>
<td>8 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Relationships Between Skills and Sports</td>
<td>14 weeks</td>
<td>4</td>
</tr>
</tbody>
</table>
## Unit Title:
Responsible Behavior and Decision Making

### Focusing Lens(es):
- Personal /Social Wellness

### Length of Unit:
4 weeks

### 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

### Generalizations

<table>
<thead>
<tr>
<th>My students will <strong>Understand</strong> that…</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What some examples of cooperation in an activity game or sport?</td>
<td>How does listening to others benefit the group?</td>
</tr>
<tr>
<td>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)</td>
<td>What are some different forms showing encouragement?</td>
<td>How does it feel to be excluded from an activity?</td>
</tr>
<tr>
<td>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)</td>
<td>What is are examples of goals and how so you go about determining it is a needed goal?</td>
<td>Why is goal setting important to improving performance?</td>
</tr>
</tbody>
</table>
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
## Unit Planning for 5th Grade Physical Education

### Unit Title
Health Related Fitness and Principles 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,l,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

### Generalizations

<table>
<thead>
<tr>
<th>My students will <strong>Understand</strong> that...</th>
<th><strong>Factual</strong></th>
<th><strong>Guiding Questions</strong></th>
<th><strong>Conceptual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What are the components of the S.M.A.R.T. principle?</td>
<td>Why is goal setting important?</td>
<td></td>
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<tr>
<td>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)</td>
<td>What are some things you could do to improve health related fitness?</td>
<td>Why is it beneficial to record your food consumption?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>How does performing a variety of exercises benefit your body?</td>
<td>Why does your body react in different ways to various activities, games and sports?</td>
<td></td>
</tr>
</tbody>
</table>
## 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 5th Grade Physical Education

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Gymnastics, Rhythm, and Dance</th>
<th>Length of Unit</th>
<th>Length of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Movement/Sequencing</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>PE09-GR.5-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.5-S.1-GLE.2</td>
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<td></td>
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<td></td>
<td>PE09-GR.5-S.2-GLE.1</td>
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<td>PE09-GR.5-S.2-GLE.2</td>
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<td>PE09-GR.5-S.2-GLE.3</td>
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<td>PE09-GR.5-S.3-GLE.2</td>
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<td>PE09-GR.5-S.3-GLE.3</td>
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<tr>
<td></td>
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<td></td>
<td>PE09-GR.5-S.4-GLE.1</td>
</tr>
</tbody>
</table>

### 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

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
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<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What is sequencing?</td>
<td>How does speed affect performance?</td>
</tr>
<tr>
<td>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)</td>
<td>What are some different types of dance?</td>
<td>How does dance improve movement skills?</td>
</tr>
<tr>
<td>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)</td>
<td>What are the skill related components of fitness?</td>
<td>How does the skill related fitness enhance movement?</td>
</tr>
</tbody>
</table>

Authors of the Sample: Joe Bishop (Douglas County RE 1); Matt Mundy (Cherry Creek Public Schools); Jenny Rice (Colorado Springs D-11)
### 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-EQ.1-EO.fghi) and (PE09-GR.5-S.1-GLE.2-EQ.g)
- Engage with confidence in moderate to vigorous activities. (PE09-GR.5-S.2-GLE.1-EQ.1-EQ.1) and (PE09-GR.5-S.3-GLE.2-EQ.g)
- Perform flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g)
- Perform activities for skill related fitness. (PE09-GR.5-S.2-GLE.2-EQ.a)
- Identify safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EQ.d)

### Critical Language:

**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):

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

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Refine, create, patterns, sequence, smooth transitions,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Dance, agility, power, coordination, balance, reaction time, speed</td>
</tr>
</tbody>
</table>
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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...

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**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?**

---

### 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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**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):

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

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Analyze, strategies, officiate, accuracy, force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Throw, catch, locomotor, non-locomotor, strike, volley, dribble, kick</td>
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</table>