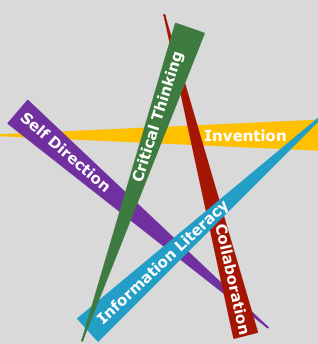


**Curriculum Development Course at a Glance
Planning for 5th Grade Physical Education**

Content Area	Physical Education	Grade Level	5 th 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	
	2. 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	
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	PE09-GR.5-S.2-GLE.1	
	2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	PE09-GR.5-S.2-GLE.2	
	3. Connect the health-related fitness components to the body systems	PE09-GR.5-S.2-GLE.3	
3. Emotional and Social Wellness	1. Assess and take responsibility for personal behavior and stress management	PE09-GR.5-S.3-GLE.1	
	2. Choose to participate cooperatively and productively in group and individual physical activities	PE09-GR.5-S.3-GLE.2	
	3. Identify personal activity interests and abilities	PE09-GR.5-S.3-GLE.3	
4. 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*



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

Physical **Social**

Mental and Emotional

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

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

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):	<ul style="list-style-type: none"> • 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 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?

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

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

Curriculum Development Overview
Unit Planning for 5th Grade Physical Education

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):	<ul style="list-style-type: none"> 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 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,l,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?

**Curriculum Development Overview
Unit Planning for 5th Grade Physical Education**

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

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):	<ul style="list-style-type: none"> • 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...	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?

Curriculum Development Overview
Unit Planning for 5th Grade Physical Education

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)

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.

Academic Vocabulary:

Refine, create, patterns, sequence, smooth transitions,

Technical Vocabulary:

Dance, agility, power, coordination, balance, reaction time, speed

Curriculum Development Overview
Unit Planning for 5th Grade Physical Education

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):	<ul style="list-style-type: none"> 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			

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?

**Curriculum Development Overview
Unit Planning for 5th Grade Physical Education**

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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<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> 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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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Analyzing self and others through skill and sport activities promotes mature movement.</i></p>
<p>Academic Vocabulary:</p>	<p>Analyze, strategies, officiate, accuracy, force</p>
<p>Technical Vocabulary:</p>	<p>Throw, catch, locomotor, non-locomotor, strike, volley, dribble, kick</p>