## Curriculum Development Course at a Glance
### Planning for 6th Grade Physical Education

### Content Area: Physical Education

<table>
<thead>
<tr>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>6th Grade</th>
</tr>
</thead>
</table>

### Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Movement Competence and Understanding</strong></td>
<td>1. Demonstrate beginning strategies for a variety of games and sports</td>
<td>PE09-GR.6-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding</td>
<td>PE09-GR.6-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Use information from a variety of resources to improve performance</td>
<td>PE09-GR.6-S.1-GLE.3</td>
</tr>
<tr>
<td><strong>2. Physical and Personal Wellness</strong></td>
<td>1. Set personal goals for improving health-related fitness</td>
<td>PE09-GR.6-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate the ability to perform self-paced cardiovascular endurance activities</td>
<td>PE09-GR.6-S.2-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness</td>
<td>PE09-GR.6-S.2-GLE.3</td>
</tr>
<tr>
<td><strong>3. Emotional and Social Wellness</strong></td>
<td>1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation</td>
<td>PE09-GR.6-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Work cooperatively and productively in a group</td>
<td>PE09-GR.6-S.3-GLE.2</td>
</tr>
<tr>
<td><strong>4. Prevention and Risk Management</strong></td>
<td>1. Demonstrate knowledge of safe practices in a physical activity setting</td>
<td>PE09-GR.6-S.4-GLE.1</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>
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</thead>
<tbody>
<tr>
<td>Cooperation and Diversity</td>
<td>6 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Sport Related Activities</td>
<td>6 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Games and Activity Development</td>
<td>6 weeks</td>
<td>3</td>
</tr>
</tbody>
</table>

Authors of the Sample: Andrew Cura (Pueblo City 60); Jo Dixon (Poudre School District); Cindy Erickson (San Juan BOCES)

6th Grade, Physical Education

Complete Sample Curriculum – Posted: January 31, 2013
### Curriculum Development Overview
#### Unit Planning for 6th Grade Physical Education

**Unit Title**: Cooperation and Diversity  
**Length of Unit**: 6 weeks

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
</table>
| Teamwork          | PE09-GR.6-S.1-GLE.2  
|                   | PE09-GR.6-S.2-GLE.1  
|                   | PE09-GR.6-S.2-GLE.2  
|                   | PE09-GR.6-S.2-GLE.3  
|                   | PE09-GR.6-S.3-GLE.1  
|                   | PE09-GR.6-S.3-GLE.2  
|                   | PE09-GR.6-S.4-GLE.1  |

**Inquiry Questions (Engaging-Debatable):**

- What activities require problem-solving, cooperation, and team-building? Why? (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N. 2,)
- Is cooperation or competition more important in fitness setting? Why? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2)
- Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? (PE09-GR.6-S.3-GLE.2-EO.a,b,d; IQ.1,3,4; RA.1; N.1,2,3)

**Unit Strands**  
Movement Competence and Understanding in Physical Education  
Physical and Personal wellness  
Emotional and Social Wellness

**Concepts**

Problem solving, Acceptance, Tolerance, Collaboration, Decision Making, Cooperation, Goal Setting, Personal Responsibility, Comparative Analysis, Analysis, Application, Knowledge, Safety

<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will <strong>Understand</strong> that...</td>
<td>Factual</td>
</tr>
<tr>
<td>Collaboration and cooperation helps develop acceptance and tolerance. (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N.2,)</td>
<td>What collaboration and cooperation skills do you need to develop acceptance and tolerance?</td>
</tr>
<tr>
<td>Knowledge of and practice with safety procedures promotes safe application and analysis of skill development. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2)</td>
<td>What safety knowledge do you need to prevent injury?</td>
</tr>
<tr>
<td>Decision making and problem solving skills enable goal setting and actions aimed at increasing personal responsibility for wellness. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2)</td>
<td>What decision making and problem solving skills do you need to set goals and develop personal responsibility for wellness?</td>
</tr>
</tbody>
</table>
Key Skills:
My students will be able to (Do)...

- Participate in cooperative activities with people of various skills levels. (PE09-GR.6-S.1-GLE.2-EO.a) and (PE09-GR.6-S.3-GLE.1-EO.c,d)
- Demonstrate the ability to work with others. (PE09-GR.6-S.3-GLE.2-EO.d)
- Develop a problem solving skill assessment. (PE09-GR.6-S.1-GLE.2-EO.b)
- Establish and accomplish goals in cooperative and competitive activities. (PE09-GR.6-S.3-GLE.2-EO.a)
- Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)
- Identify and define the role of participants in a cooperative activity. (PE09-GR.6-S.3-GLE.2-EO.b)
- Evaluate individual responsibilities in a group and analyze solutions to movement problems during a cooperative activity. (PE09-GR.6-S.3-GLE.1-EO.a)
- Analyze activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b)

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):

Jo understands that the participation in cooperative activities with a diverse group of people increases the enjoyment for all.

Academic Vocabulary:
Skill assessment, cooperative activities, problem solving, conflict resolution, diversity

Technical Vocabulary:
Fitness goals, cardio-respiratory, muscular endurance, muscular strength, flexibility, body composition, heart rate, intensity, target heart rate,
## Curriculum Development Overview

### Unit Planning for 6th Grade Physical Education

**Unit Title** | Sport Related Activities | **Length of Unit** | 6 Weeks
---|---|---|---
**Focusing Lens(es)** | Manipulatives | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.1-GLE.1
| | | | PE09-GR.6-S.2-GLE.1
| | | | PE09-GR.6-S.2-GLE.2
| | | | PE09-GR.6-S.2-GLE.3
| | | | PE09-GR.6-S.4-GLE.1

### Inquiry Questions (Engaging-Debatable):

- Why is it important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1; N.1,3)
- What are the different components of fitness? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2)
- How would your unsafe behavior affect your friends? (PE09-GR.6-S.2-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2)

### Unit Strands

- Movement Competence and Understanding in Physical Education
- Physical and Personal wellness
- Prevention and Risk Management

### Concepts

Safe Behavior, Application, Analysis, Personal Responsibility, Knowledge, Object Control, Patterns.

### Generalizations

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

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe behavior and responsible decision making demonstrates personal responsibility. (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2)</td>
<td>What does it look like for safety to be a personal responsibility for you?</td>
<td>How do you show safety as a priority?</td>
</tr>
<tr>
<td>Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control. (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3)</td>
<td>What knowledge is needed for manipulative development?</td>
<td>Why is analysis of manipulative development important for object control? Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance?</td>
</tr>
<tr>
<td>Skillful application of multiple movement patterns leads to success in a variety of physical activities. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2)</td>
<td>How can you take multiple movement patterns and apply them to lead to greater success for you?</td>
<td>How can movement patterns grow in complexity? What are some sports that require more skill and strategy than others?</td>
</tr>
</tbody>
</table>
Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

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

- Demonstrate object control (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f)
- Demonstrate the safe use of objects (PE09-GR.6-S.4-GLE.1-EO.a,c)
- Combine relationships to demonstrate complex movements (PE09-GR.6-S.1-GLE.1-EO.g)
- Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)
- How to analyze and correct errors in movement patterns (PE09-GR.6-S.1-GLE.3-EO.b)
- Identify activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b)

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):
The student in physical education can safely control a variety of objects and implements in individual, dual and team activities.

Academic Vocabulary: Consistency, accuracy, object control

Technical Vocabulary: Volley, strike, dribble, throw, implements, self-selected, movement patterns, fitness goals, heart rate, intensity, max heart rate, target heart rate, muscular strength, muscular endurance, cardio-respiratory, flexibility, body composition, rackets, bats, backhand, forehand, levels, speed, relationships, direction, pathways, height, underhand, overhand, sidearm, applied force
# Curriculum Development Overview

## Unit Planning for 6th Grade Physical Education

### Authors of the Sample:
- Andrew Cura (Pueblo City 60)
- Jo Dixon (Poudre School District)
- Cindy Erickson (San Juan BOCES)

### Complete Sample Curriculum – Posted: January 31, 2013

<table>
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<tr>
<th>Unit Title</th>
<th>Games and Activity Development</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
</table>
| **Focusing Lens(es)** | Creativity | 6 Weeks | PE09-GR.6-S.1-GLE.1  
PE09-GR.6-S.2-GLE.3  
PE09-GR.6-S.4-GLE.1  
PE09-GR.6-S.2-GLE.1  
PE09-GR.6-S.2-GLE.2  
PE09-GR.6-S.1-GLE.3 |
| Inquiry Questions (Engaging-Debatable): |  |  | |
| • What are some sports that require more skill and strategy than others? (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)  
• What five muscular strength and endurance activities would you do to become physically fit? (PE09-GR.6-S.2-GLE.3-EO.a; IQ.4; RA.3; N.1,2,3)  
• How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) |
| Unit Strands | Movement Competence and Understanding in Physical Education  
Physical and Personal wellness  
Prevention and Risk Management |
| Concepts | Space, Application, Safety, Strategies, Creativity, Personal Responsibility, |

### Generalizations

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<th>My students will <strong>Understand</strong> that…</th>
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<th><strong>Conceptual</strong></th>
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</thead>
<tbody>
<tr>
<td>Awareness of personal and others’ space provides for safe activities. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)</td>
<td>What are some consequences for lack of spatial awareness?</td>
<td>How can greater success be achieved through adhering to spatial awareness?</td>
<td></td>
</tr>
<tr>
<td>Creativity and strategic problem solving leads to advanced application of game play. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)</td>
<td>What are some strategies that change the dynamics game play?</td>
<td>How do games changes when you apply different strategies?</td>
<td></td>
</tr>
<tr>
<td>Increasingly complex use of multiple movement patterns improves the complexity of strategies. PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3)</td>
<td>What are advantages to incorporating multiple movement patterns in game play?</td>
<td>How can you show a variety of patterns in game strategies?</td>
<td></td>
</tr>
</tbody>
</table>
Key Skills:
My students will be able to (Do)...

- Demonstrate space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1-EO.i)
- Combine motor skills to play a lead-up or modified game. (PE09-GR.6-S1-GLE.1-EO.h)
- Describe ways to create more space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1)
- Analyze locomotor skills, object manipulation, and an offensive strategy. (PE09-GR.6-S.1-GLE.3-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):

The ability to combine motor skills and creating space between an offensive and defensive player is critical to successfully play a lead-up game.

Academic Vocabulary: combine, explain, describe, develop

Technical Vocabulary: motor skills, invasion, net/wall, target, fielding/run-scoring games, offensive and defensive player, cooperative game movement, locomotor skills, object manipulation, offensive strategy, open space, intercepting, safe, unsafe