|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Physical Education | | | **Grade Level** | High School | | |
| **Course Name/Course Code** | PE2 | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 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 |
| 1. Understand the cognitive impact of movement | | | | | | PE09-GR.HS-S.1-GLE.2 |
| 1. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings | | | | | | PE09-GR.HS-S.1-GLE.3 |
| 1. 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 |
| 1. Identify community resources to maintain lifelong physical activity | | | | | | PE09-GR.HS-S.2-GLE.2 |
| 1. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education | | | | | | PE09-GR.HS-S.2-GLE.3 |
| 1. Emotional and Social Wellness | 1. Demonstrate respect for individual differences in physical activity settings | | | | | | PE09-GR.HS-S.3-GLE.1 |
| 1. Demonstrate collaboration, cooperation, and leadership skills | | | | | | PE09-GR.HS-S.3-GLE.2 |
| 1. Demonstrate responsible behavior in group settings | | | | | | PE09-GR.HS-S.3-GLE.3 |
| 1. 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 |
| 1. Demonstrate knowledge of safety and emergency response procedures | | | | | | PE09-GR.HS-S.4-GLE.2 |
| **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** | |
| Personal Fitness Planning | | | 6-8 weeks | | | 1 | |
| Advanced Strategies, Application | | | 6-8 weeks | | | 2 | |
| Community/ Lifelong Activities | | | 2-4 weeks | | | 3 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Personal Fitness Planning | | | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Wellness | **Standards and Grade Level Expectations Addressed in this Unit** | 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 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * Why is using a variety of physical activities important? (PE09-GR.HS-S.2-GLE.3-EO.g; IQ.1; N.1,2) | | | | |
| **Unit Strands** | Movement Competence & Understanding in Physical Education  Physical and Personal Wellness in Physical Education | | | | |
| **Concepts** | Fitness Planning, Development, Analysis, Integrity, Responsibility, Safety, | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| 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? |

|  |
| --- |
| **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 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Advanced Strategies, Application | | | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Complex Movement | **Standards and Grade Level Expectations Addressed in this Unit** | 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 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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) * 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) * 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) * 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) | | | | |
| **Unit Strands** | Movement Competence & Understanding in Physical Education  Emotional and Social Wellness in Physical Education  Prevention and Risk Management in Physical Education | | | | |
| **Concepts** | Sequencing, Leadership, Integration, Rules, Integrity, Social Responsibility, Awareness | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **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? |

|  |
| --- |
| **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) |

|  |  |  |
| --- | --- | --- |
| **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):** | | *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, | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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):** | * 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) * 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) * 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) | | | | |
| **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 Understand 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? |

|  |
| --- |
| **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, Lifegaurd, Safety hazard, Safety equipment, | |