## Curriculum Development Course at a Glance
### Planning for High School Physical Education

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Physical Education</th>
<th>Grade Level</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name/Course Code</strong></td>
<td>PE2</td>
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<tr>
<td><strong>Standard</strong></td>
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<tr>
<td><strong>1. Movement Competence and Understanding</strong></td>
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<tr>
<td>1. Participate at a competent level in a variety of lifelong physical activities</td>
<td>PE09-GR.HS.S.1-GLE.1</td>
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<tr>
<td>2. Understand the cognitive impact of movement</td>
<td>PE09-GR.HS.S.1-GLE.2</td>
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<tr>
<td>3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings</td>
<td>PE09-GR.HS.S.1-GLE.3</td>
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<tr>
<td><strong>2. Physical and Personal Wellness</strong></td>
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<tr>
<td>1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan</td>
<td>PE09-GR.HS.S.2-GLE.1</td>
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<tr>
<td>2. Identify community resources to maintain lifelong physical activity</td>
<td>PE09-GR.HS.S.2-GLE.2</td>
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<tr>
<td>3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education</td>
<td>PE09-GR.HS.S.2-GLE.3</td>
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<tr>
<td><strong>3. Emotional and Social Wellness</strong></td>
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<tr>
<td>1. Demonstrate respect for individual differences in physical activity settings</td>
<td>PE09-GR.HS.S.3-GLE.1</td>
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<tr>
<td>2. Demonstrate collaboration, cooperation, and leadership skills</td>
<td>PE09-GR.HS.S.3-GLE.2</td>
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<tr>
<td>3. Demonstrate responsible behavior in group settings</td>
<td>PE09-GR.HS.S.3-GLE.3</td>
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<td><strong>4. Prevention and Risk Management</strong></td>
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<tr>
<td>1. Understand the risks and safety factors that may affect participation in physical activity</td>
<td>PE09-GR.HS.S.4-GLE.1</td>
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<tr>
<td>2. Demonstrate knowledge of safety and emergency response procedures</td>
<td>PE09-GR.HS.S.4-GLE.2</td>
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</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

<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>Personal Fitness Planning</td>
<td>6-8 weeks</td>
<td>1</td>
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<tr>
<td>Advanced Strategies, Application</td>
<td>6-8 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Community/ Lifelong Activities</td>
<td>2-4 weeks</td>
<td>3</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What are the components of a fitness plan?</td>
<td>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?</td>
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<tr>
<td>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)</td>
<td>What are some safety components that need to be included in a fitness plan?</td>
<td>Why is responsibility and integrity important to developing a personal fitness plan?</td>
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<tr>
<td>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)</td>
<td>What are some affects of anxiety on decision making?</td>
<td>When is anxiety helpful, and when is it harmful in a competitive situation?</td>
</tr>
</tbody>
</table>
### 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):

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
</table>

### 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
## Curriculum Development Overview
### Unit Planning for High School Physical Education

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Advanced Strategies, Application</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in This Unit</th>
</tr>
</thead>
</table>
| Focusing Lens(es) | Complex Movement | 6-8 weeks | 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...**
  - 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)
  - 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)
  - 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)

### Factual
- What are the biomechanical principles that are important for safe performance?
- What are some different leadership roles present in group activity?
- How does your personal health affect community wellness?

### Guiding Questions
- How does the integration of knowledge, skills and rules improve game performance?
- How can a lack of leadership and integrity impact group dynamics?
- 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

### Focusing Lens(es)
Independence

### Length of Unit
2-4 weeks

### 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...

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>My students will understand that socially responsible behaviors form the framework for lifelong physical activity. (PE09-GR.HS-S.3-GLE.2-EO.b; RA.1,3; N.2)</td>
<td>What physical activity opportunities exist in the community?</td>
</tr>
<tr>
<td>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)</td>
<td>Identify possible equipment and facility safety hazards.</td>
</tr>
<tr>
<td>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)</td>
<td>What are some safety considerations that need to be addressed before, during and after physical activity?</td>
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</tbody>
</table>
### 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
- Lifeguard
- Safety hazard
- Safety equipment,