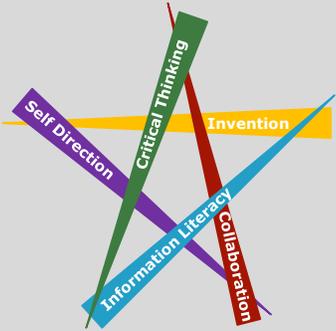


**Curriculum Development Course at a Glance  
Planning for High School Physical Education**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	PE 9		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
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	
	2. Understand the cognitive impact of movement	PE09-GR.HS-S.1-GLE.2	
	3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings	PE09-GR.HS-S.1-GLE.3	
2. 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	
	2. Identify community resources to maintain lifelong physical activity	PE09-GR.HS-S.2-GLE.2	
	3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education	PE09-GR.HS-S.2-GLE.3	
3. Emotional and Social Wellness	1. Demonstrate respect for individual differences in physical activity settings	PE09-GR.HS-S.3-GLE.1	
	2. Demonstrate collaboration, cooperation, and leadership skills	PE09-GR.HS-S.3-GLE.2	
	3. Demonstrate responsible behavior in group settings	PE09-GR.HS-S.3-GLE.3	
4. 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	
	2. Demonstrate knowledge of safety and emergency response procedures	PE09-GR.HS-S.4-GLE.2	

 <p><b>Colorado 21<sup>st</sup> Century Skills</b></p> <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		
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<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Individual Sports and Physical Activities	4-5 weeks	1
Team Sports and Activities	4-5 weeks	2
Fundamentals of Performance	4-5 weeks	3
Lifetime Sports and Activities	4-5 weeks	4

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

<b>Unit Title</b>	Individual Sports and Physical Activities		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Independence	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.2 PE09-GR.HS-S.2-GLE.1 PE09-GR.HS-S.2-GLE.3 PE09-GR.HS-S.3-GLE.2	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why is it important for an individual to practice and learn sports skills? (PE09-GR.HS-S.1-GLE.1-EO.a;IQ.4;RA.2;N.2)</li> <li>• Which lifelong physical activities do you think you'll be participating in when you're 20, 40, and 60? (PE09-GR.HS-S.1-GLE.1-EO.a;IQ.4;RA.1;N.2)</li> <li>• How can movement facilitate or enhance learning in other disciplines? (PE09-GR.HS-S.1-GLE.2-EO.e;IQ.1;RA.1,2;N.2)</li> <li>• When one experiences a plateau in his or her fitness plan, what are options to consider? (PE09-GR.HS-S.2-GLE.1-EO.e;IQ.1;N.2,3)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Standard 1 Movement Competence and Understanding</li> <li>• Standard 2 Physical and Personal Wellness</li> <li>• Standard 3 Emotional and Social Wellness</li> </ul>			
<b>Concepts</b>	Planning, safety, awareness, sequencing, evaluation, physical activity, participation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Planning, safe implementation and evaluation are essential in order to successfully participate in self-selected physical activities.	Name the three steps used to adjust a plateaued fitness plan?	How does evaluating your performance of a self-selected activity lead to success?
Application of rules, norms, and values demonstrates sportsmanship and integrity.	What are three common rules surrounding sportsmanship?	If there were no rules, how would that change the experience for the participants?

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

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

- Create individual fitness goals. (PE09-GR.HS-S.2-GLE.1-EO.d)
- Demonstrate appropriate/responsible/independent behavior. (PE09-GR.HS-S.3-GLE.2-EO.b)
- Actively participate in a variety of self-selected physical activities. (PE09-GR.HS-S.2-GLE.3-EO.g)
- Evaluate individual measures in relationship to patterns of physical activity. (PE09-GR.HS-S.2-GLE.1-EO.f)
- Combine and perform movement sequences. (PE09-GR.HS-S.1-GLE.2-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.”*

**Physical Education Objective/Learning Target:**

plan, implement, and evaluate health-related components of fitness, as well as utilize individual fitness plans and sports strategies, rules and safety procedures, which results in successful performance in a variety of lifelong activities.

**The Student Will...**

**Academic Vocabulary:**

Refine, initiate, identify, demonstrate, participate, evaluate, utilize

**Technical Vocabulary:**

Fitness goals, components of health related physical fitness, movement sequences, physical activities, patterns of physical activity

**Instructional Resources:**

- SPARK – High School
  - Strength Training – Pg. 3 – 4
  - Dance – Pg. 5-6, 9-10, 17-18, 19-20
- SPARKFOLIO – High School
  - Fitness Personal Best: Fitness Personal Best Assessment Task Card
  - HS PE 101: Initiative, Trust, Leadership, Respect, Cooperation, Responsibility, Concern, Appreciating Task Cards
  - Dance: Hip Hop Jigsaw Task Card, Nigh Fever Hustle Task Card, Waltzing Royalty Task Card, Cotton Eyed Joe Jigsaw Task Card
- Complete Guide to Sport Education
  - Sport Education Curriculum and Instruction Strategies (2) Pg. 35-36
  - Classroom Management and Behavior Development (3) Pg. 51-53
- Physical Education for Lifelong Fitness
  - Physical Activity Behavior and Motivation (2) Pg. 34 - 35

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

**Appendix HS**

- Peer Evaluation: Serving a Birdie (Badminton)- HS- 1
- Peer Assessment: Dance- HS -2
- Written Assessment: Creating Individual Fitness Goals- HS - 3

<b>Unit Title</b>	Team Sports and Activities		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Team Work	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.1 PE09-GR.HS-S.3-GLE.1 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.3-GLE.3	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How do you choose to lead or follow in a group setting? (PE09-GR.HS-S.3-GLE.2-EO.c,f,j;IQ.2;RA.1;N.1)</li> <li>Is it more important to have skilled players on a team or a team that demonstrates teamwork? (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g,i;IQ,1;N.5)</li> <li>How would you respond to this scenario: the ball goes out of bounds, off of your hands, and the official misses the call and gives your team the ball? (PE09-GR.HS-S.3-GLE.1-EO.c,d;IQ,5-GLE.2-EO.h;N.1)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>Standard 1 Movement Competence and Understanding</li> <li>Standard 3 Emotional and Social Wellness</li> </ul>			
<b>Concepts</b>	Participation, leadership, responsibility, application, demonstration, sportsmanship, values, cooperation, physical activity, strategies, rules			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Participation in team sports/group activities requires leadership skills and socially responsible forms of behavior.	What are three examples of leadership roles found in group activities?	What does social responsibility look like in a group activity?
Cooperation and conflict resolution facilitates the achievement of common group goals.	Give three examples of ways to manage conflict.	How does a lack of communication affect the outcome of group goals?
Integration of knowledge, skills and rules advance and develop improved performance.	What are two necessary skills that are important for safe performance?	How does the integration of knowledge, skills, and rules improve game performance?

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

- Participates with others. (PE09-GR.HS-S.3-GLE.3-EO.b)
- Demonstrate leadership skills. (PE09-GR.HS-S.3-GLE.3-EO.f)
- Demonstrate Offensive, Defensive, and Transition strategies. (PE09-GR.HS-S.1-GLE.1-EO.c)
- Acknowledge the performance of others and abide by decisions of officials and accept the outcome of the game. (PE09-GR.HS-S.3-GLE.1-EO.a-GLE.2-EO.h)

**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.”*

**Physical Education Objective/Learning Target:**

*Demonstrate and apply the skill-related components of fitness, training practice, sports strategies and leadership responsibilities resulting in successful performance in a variety of team sports and group activities.*

**The Student Will...**

**Academic Vocabulary:**

Engage, evaluate, interact, demonstrate, compare, contrast, accept, display, practice, participate, contribute, acknowledge, explain, implement, identify, performance

**Technical Vocabulary:**

Physical activity, competitive atmosphere, offensive/defensive strategies, coaching, officiating,

**Instructional Resources:**

- SPARKFOLIO – High School
  - HS PE 101: Leadership Task Card
  - Basketball: Defense P-2-P and Zone Task Card (Other individual sports strategies task cards are available)
- Complete Guide to Sports Education
  - Selecting Teams and Coaches (9) – Pg. 139 – 146
- Teaching Sport Concepts and Skills
  - Tactical Games Explanation and Review (2) – Pg. 7 - 15
- Complete Guide to Sports Education
  - Defining Student Roles (8) – Pg. 126 – 128

**Appendix HS**

- Peer Assessment: Leadership – HS- 4
- Team Assessment: Basketball (Zone Defense )- HS- 5
- Written Assessment: Sportsmanship –HS – 6

<b>Unit Title</b>	Fundamentals of Performance		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Fitness, Nutrition and Safety	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.1 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.4-GLE.1	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does one know that a fitness plan is effective? (PE09-GR.HS-S.2-GLE.1-EO.d,e,f;IQ.4;RA.2;N.1,2,3)</li> <li>• What is the importance of fitness and nutrition to safe and efficient practices at home and in school? (PE09-GR.HS-S.4-GLE.1-EO.b;IQ.3;RA.1;N.1,2)</li> <li>• Why are proper spotting techniques or partner supports important for lifts and exercises? (PE09-GR.HS-S.4-GLE.1-EO.c;IQ.1;RA.1;N.1)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Standard 1 Movement Competence and Understanding</li> <li>• Standard 4 Prevention and Risk Management</li> </ul>			
<b>Concepts</b>	Development, planning, evaluation, demonstration, analysis, participation, safety, application, physical activity, health-related components of fitness			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Responsibility and safety awareness contribute to the development of a personal fitness plan.	What are three components of a quality fitness plan?	What makes a fitness plan effective?
Knowledge and understanding of movement concepts, improves individual skill performance and promotes brain development.	What are two activities that promote neural pathway development?	Why is exercise important for a healthy brain?

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

- Apply health components of fitness to activities. (PE09-GR.HS-S.1-GLE.1-EO.d;GLE.3-EO.a)
- Participate in movements that improve brain development. (PE09-GR.HS-S.1-GLE.2-EO.a,b,c,d,e)
- Demonstrate proper spotting. (PE09-GR.HS-S.4-GLE.1-EO.c)
- Create a fitness plan and modify plan based on skills and performance feedback. (PE09-GR.HS-S.2-GLE.1-EO.a)
- Analyze fitness data. (PE09-GR.HS-S.1-GLE.3-EO.a)
- Apply biomechanics and exercise physiology principles for safe performance. (PE09-GR.HS-S.4-GLE.1-EO.b)
- Use appropriate safety procedures and equipment. (PE09-GR.HS-S.4-GLE.1-EO.a,b,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.”*

**Physical Education Objective/Learning Target:**

*Understand that life-long physical activity can be attained with the knowledge and application of health & skill related fitness components, and utilizing proper training and injury prevention techniques.*

**The Student Will...**

**Academic Vocabulary:**

Explain, create, identify, describe, demonstrate, analyze, participate, inspect, apply

**Technical Vocabulary:**

Physical activity, practice and training plans, lifelong activity, movement, neural pathway development, spotting techniques, exercise, biomechanics, exercise physiology, safety equipment

**Instructional Resources:**

- SPARK – High School
  - Strength Training – Pg. 3 & 17
- SPARKFOLIO – High School
  - Strength Training: Create Your Own Strength Training Program Task Card  
Create Your Own Strength Training Program Log Task Card
  - Fitness Personal Best: Fitness Personal Best Assessment Task Card
- Physical Education for Life Long Fitness
  - Aerobic Fitness (5) – Pg. 71 - 92
  - Muscular Strength and Endurance (6) – Pg. 93 - 112
  - Flexibility (7) – Pg. 113 - 126
  - Body Composition (8) – Pg. 127 – 143

	<ul style="list-style-type: none"> <li>• Complete Guide to Sports Education <ul style="list-style-type: none"> <li>- Integrating Academic Goals with Sport Education (12) – Pg. 190 – 192</li> </ul> </li> <li>• Physical Education for Life Long Fitness <ul style="list-style-type: none"> <li>- Muscular Strength and Endurance (6) Pg. 111</li> </ul> </li> <li>• Physical Education for Life Long Fitness <ul style="list-style-type: none"> <li>- Flexibility (7) – Pg. 113 – 125</li> </ul> </li> <li>• Physical Education for Lifelong Fitness <ul style="list-style-type: none"> <li>- Basic Training Principles (3) – Pg. 47 – 49</li> <li>- Aerobic Fitness (5) – 91 – 92</li> <li>- Muscular Strength and Endurance (6) – Pg. 109 – 111</li> <li>- Flexibility (7) – Pg. 124 – 125</li> </ul> </li> </ul>
<b>Appendix HS</b>	<ul style="list-style-type: none"> <li>• Written Assessment: Five Health Related Components of Fitness- HS- 7</li> <li>• Peer Assessment: Spotting –HS -8</li> <li>• Written Assessment: Safety – HS- 9</li> </ul>

<b>Unit Title</b>	Lifetime Sports and Activities		<b>Length of Unit</b>	5 weeks
<b>Focusing Lens(es)</b>	Wellness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.1-GLE.1 PE09-GR.HS-S.1-GLE.2 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.1 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.4-GLE.2	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• If you could create the ultimate physical activity facility, what would it include, where would it be located, how much would it cost, what age group would you target, and what qualities would you look for in your employees? (PE09-GR.HS-S.2-GLE.2-EO.b,c,d;IQ.3;RA.3)</li> <li>• 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.3;RA.1;N.1,3)</li> <li>• How will active participation in lifelong activities change over time? (PE09-GR.HS-S.2-GLE.3-EO.a,c,d,f,g;IQ.5;RA.1;N1)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Standard 1 Movement Competence and Understanding</li> <li>• Standard 2 Physical and Personal Wellness</li> <li>• Standard 3 Emotional and Social Wellness</li> <li>• Standard 4 Prevention and Risk Management</li> </ul>			
<b>Concepts</b>	Demonstration, analysis/assessment, planning, participation, safety, fitness planning, leadership, social responsibility, communication, physical activity, health-related fitness components, evaluate			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Socially responsible behaviors form the framework for lifelong physical activity.	What are three physical activity opportunities that exist in your community?	Why is it important to be able to make wise consumer choices about equipment, products and programs?
Attention to safety demonstrates socially responsible behavior.	What are two 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?
Participation in lifetime sports/group activities requires leadership skills and socially responsible forms of behavior.	What are three examples of leadership roles found in group activities?	What does social responsibility look like in a group activity?

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

- Participate in physical activities in the community. (PE09-GR.HS-S.2-GLE.2-EO.a)
- Evaluate and make wise consumer choices about equipment, products and programs needed to successfully participate in a wide range of physical activities (PE09-GR.HS-S.2-GLE.2-EO.c)
- Influence positively the behavior of others in physical activity settings. (PE09-GR.HS-S.3-GLE.2-EO.d)
- Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. (PE09-GR.HS-S.3-GLE.2-EO.f)
- Use appropriate safety procedures/equipment and identify safety hazards. (PE09-GR.HS-S.4-GLE.2-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.”*

**Physical Education Objective/Learning Target:**

*Independently participate in a variety of fitness related physical activities in the community requiring an awareness of self and others for optimal safety and responsibility.*

**The Student Will...**

**Academic Vocabulary:**

Apply, identify, monitor, examine, develop, collaborate, describe, explain, design, establish, perform, influence, demonstration, analysis/assessment, planning, participation, communication, evaluate, autonomy

**Technical Vocabulary:**

Safety, fitness planning, leadership, social responsibility, physical activity, skill-related fitness components, skills, physical activity log, individual and team lifelong sports/activities, movement patterns, health-related components

**Instructional Resources:**

- SPARK – High School
  - Wellness Walking – Pg. 4 – 12 (Integration sections)
- SPARKFOLIO – High School
  - HS PE 101: Fair Play Task Card, Appreciation Task Card, Responsibility Task Card, Cooperation Task Card, Respect Task Card, Leadership Task Card, Trust Task Card
- Physical Education for Lifelong Fitness
  - Introduction to Physical Best (1) – Pg. 9 – 11
- Physical Education for Lifelong Fitness
  - Physical Activity Behavior and Motivation (3) – Pg. 51 – 57
- Complete Guide to Sport Education
  - Defining Student Roles (8) – Pg. 123 – 133
- Physical Education for Lifelong Fitness
  - Basic Training Principles (3) – Pg. 47 – 49
  - Aerobic Fitness (5) – 91 – 92

	<ul style="list-style-type: none"> <li>- Muscular Strength and Endurance (6) – Pg. 109 – 111</li> <li>- Flexibility (7) – Pg. 124 – 125</li> <li>• Physical Education for Life Long Fitness <ul style="list-style-type: none"> <li>- Physical Activity Behavior and Motivation (2) – Pg. 33</li> </ul> </li> </ul>
<b>Appendix HS</b>	<ul style="list-style-type: none"> <li>• Student Assessment: Activity Log – HS- 10</li> <li>• Written Assessment: Consumer choices regarding equipment –HS -11</li> <li>• Team Assessment: Leadership Roles –HS- 12</li> </ul>