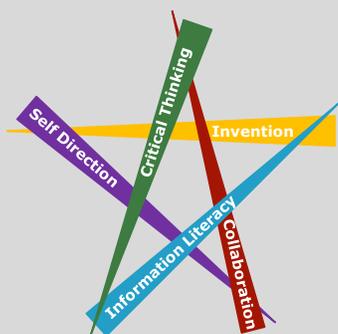


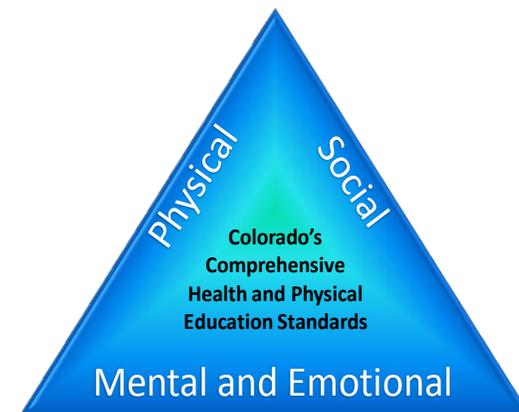
**Curriculum Development Course at a Glance
Planning for 5th Grade Physical Education**

Content Area	Physical Education	Grade Level	5th 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*



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Good Sports are Winners	3-5 Weeks	1
How Healthy are You?	6-8 Weeks	2

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

Let's Get Physical	10-12 Weeks	3
Take a Self Portrait	3-5 Weeks	4
Bust a Move	4-6 Weeks	5

Unit Title	Good Sports are Winners		Length of Unit	3-5 Weeks
Focusing Lens(es)	Sportsmanship and Responsibility	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.5-S.3-GLE.1 PE09-GR.5-S.3-GLE.2 PE09-GR.5-S.3-GLE.3	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> Why are officials necessary? What would be the result if there were no officials? (PE09-GR.5-S.3-GLE.1-EO.d;IQ.2;RA.1) (PE09-GR.5-S.3-GLE.2-EO.d) Why is resolving conflicts more important than winning a game? (PE09-GR.5-S.3-GLE.2-EO.a,b,e;IQ.4;RA.1,3;N.1) Why do professional athletes sometimes blame others for their performance? (PE09-GR.5-S.3-GLE.3-EO.a,b;IQ.1;N.2,3,4) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> Emotional and Social Wellness - Standard 3 			
Concepts	Describe, Demonstrate, Contribute, Responsibility, Respond, Cooperation			

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.	What are two examples of cooperation?	How does listening to others benefit the group?
Describing and demonstrating safe behavior, respect for others, and personal responsibility, as a participant or an official in a game, sport or activity results in a positive environment.	Name two ways you can contribute to a positive environment during an activity.	How does it feel to be excluded from an activity?
Accepting responsibility for oneself and responding to winning or losing appropriately is a necessary part of good sportsmanship.	Give two examples of winning or losing appropriately.	What does good sportsmanship mean to you?

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

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- 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,c) (PE09-GR.5-S.3-GLE.2-EO.e)
- Help others and contribute during cooperative physical and problem-solving activities. (PE09-GR.5-S.3-GLE.2-EO.a,b)
- Officiate an activity, game, or sport and demonstrate respect for officials. (PE09-GR.5-S.3-GLE.1-EO.d) (PE09-GR.5-S.3-GLE.2-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.”*

Physical Education Objective/Learning Target:

Understand positive behaviors to help support and promote physical activity for all students in a variety of settings.

The Student Will.....

Academic Vocabulary:

Act, confront, negative peer pressure, responsible behavior, decision making, conflict resolution, socially appropriate, respect, contribute, cooperative problem-solving activities, accept, blame, respond

Technical Vocabulary:

Safe, healthy, physical activity, challenge, officiating, game, sport, performance, winning, losing

Instructional Resources:

- SPARK-3-6
 - First 3 Days – Pg. 3-6 16-22
- SPARKFolio 3-6
 - First 3 Days Activity Cards
- Children Moving
 - Relationships – Pg. 296-298

Appendix 5

- **5th Grade Physical Education Pre/Post Test (to be administered in the fall and spring)- 5 -1**
- **Good Sports are Winners multiple choice test- 5-2**
- **Good Sports are Winners – Key – 5-3**
- **Good Sports are Winners Rubric- 5-4**

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

Unit Title	How Healthy Are You?		Length of Unit	6-8 Weeks
Focusing Lens(es)	Health and Safety	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.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • What are all of the different ways that one can determine the intensity of an activity? (PE09-GR.5-S.2-GLE.1-EO.c,j,k;IQ.2;RA.2,4) • If you managed a restaurant, what foods would be on the menu? Why? (PE09-GR.5-S.2-GLE.3-EO.c;IQ.2;RA.1;N.1) • Do different sports require more or less warming up than other sports? (PE09-GR.5-S.4-GLE.1-EO.a,c,d;IQ.4;RA.2,3;N.1) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Physical and Personal Wellness - Standard 2 • Prevention and Risk Management - Standard 4 			
Concepts	Differentiate, Record, Analyze, Explain, Identify, Determine, Prepare, Creativity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Differentiation of exercises and intensity levels promotes and enhances the body's response to various activities.	Name two exercises that you can perform at both a higher or lower intensity level.	Why does your body react in different ways to various activities, games and sports?
Analyzing and recording food and water consumption and determining the effect it has on overall health enhances training efforts.	What are three types of healthy foods?	Why is it beneficial to record your food and water consumption?
Identifying safety procedures can create a safer environment for all.	Name three rules you would add to a safety poster.	Why is it important to have safety rules?

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

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- How to differentiate and determine intensity levels. (PE09-GR.5-S.2-GLE.1-EO.c,k)
- Record and analyze food consumption and water intake and explain how it enhances physical activity. (PE09-GR.5-S.2-GLE.1-EO.d,e) (PE09-GR.5-S.2-GLE.3-EO.c)
- Identify whether an activity is aerobic or anaerobic and determine the appropriate training zone. (PE09-GR.5-S.2-GLE.1-EO.f,j)
- Understand the importance of participating in extracurricular physical activities. (PE09-GR.5-S.2-GLE.3-EO.a)
- Determine the safety factors related to activities and why warm-up and cool-down procedures are important. (PE09-GR.5-S.4-GLE.1-EO.a,b,c,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:

The Student Will.....

Know and understand the fitness principles, safety factors, and nutrition and the effects pertaining to physical activity contribute to emotional/social well-being.

Academic Vocabulary:

Differentiate, response, record, analyze, consumption, plan, explain, mental performance, accurately, identify, determine, intensity, understand, importance, distinguish, enhance, prepare

Technical Vocabulary:

Physical activity, exercise intensity, healthy choices, dehydration, temperature regulation, aerobic, anaerobic, perceived exertion, fitness enhancing, clubs, sports, healthy balanced meals and snacks, performance, safety factors, warm up, cool-down, injury prevention, safety rules, cardiovascular training zone

Instructional Resources:

- SPARK 3-6
 - Fitness Circuits Pg. 11, Pg. 15
 - ASAP – Pg. 1 - 2
- SPARKFolio 3-6
 - Fitness Circuits Activity Cards
- Children Moving
 - Physical Fitness, Physical Activity and Wellness for Children – Pg. 43 - 46

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

Appendix 5

- How Active Are You Multiple Choice Assessment- 5-5
- How Active Are You Rubric- 5-6

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

Unit Title	Let's Get Physical		Length of Unit	10-12 Weeks
Focusing Lens(es)	Fitness and Performance	Standards and Grade Level Expectations Addressed in this Unit	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	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Which are more important – short-term goals or long-term goals? Why? (PE09-GR.5-S.2-GLE.1-EO.b,h;IQ.1;RA.6;N.4) • In which component of skill-related fitness are you the strongest? How can you continue to improve in this component? How can you improve in the other components? (PE09-GR.5-S.2-GLE.2-EO.a,b;IQ.3;RA.3;N.1,2) • How does setting goals for physical activities help one to take on personal responsibilities in school work? (PE09-GR.5-S.3-GLE.1-EO.b;IQ.1) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Physical and Personal Wellness - Standard 2 • Emotional and Social Wellness - Standard 3 			
Concepts	Accuracy, Develop, Describe, Demonstration, Engage, Identify, Create			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identification of personal goals and demonstration of appropriate procedures for participation promotes healthy lifestyles.	Name two personal goals that will help promote a healthy lifestyle.	Why is goal setting important?
Accurately taking ones heart rate at rest and during exercise to achieve target heart rate enhances knowledge of personal wellness.	Name two body points to check heart rate.	Why is it important to know your target heart rate?
Developing or creating an exercise plan using the six skill-related fitness components improves performance in activities, games and sports.	Name the six skill-related fitness components.	Why does your body react in different ways to various activities, games, and sports?

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

Evidence Outcomes (Key Skills): My students will be able to (Do) ...	
<ul style="list-style-type: none"> Analyze, create, and participate in activities that work towards fitness goals. (PE09-GR.5-S.2-GLE.1-EO.b,h) (PE09-GR.5-S.3-GLE.1-EO.b) Accurately take pulse at rest and during vigorous activity lasting a minimum of 60 minutes. (PE09-GR.5-S.2-GLE.1-EO.a,i) Demonstrate appropriate warm-up procedures and flexibility exercises that stretch muscle areas. (PE09-GR.5-S.2-GLE.1-EO.g) (PE09-GR.5-S.2-GLE.3-EO.b) Identify and create exercises using the six skill-related components. (PE09-GR.5-S.2-GLE.2-EO.a,b) 	
<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>Physical Education Objective/Learning Target:</p> <p>The Student Will.....</p>	Understand that fitness will be improved through fitness components, goal setting and proper progression of training principles.
Academic Vocabulary:	Accurately, Develop, Describe, Perform, Identify, Select, Participate, Improvement, Engage, Minimum, Create, Demonstrate, Procedure, Improve
Technical Vocabulary:	Pulse, Rest, Fitness goal, Flexibility, Stretch, Muscle, Physical activity, Self-diagnosed, Health-related fitness components, Moderate to vigorous, Target heart rate, Agility, Balance, Coordination, Power, Reaction time, Speed, Six skill-related components, Performance
Instructional Resources:	<ul style="list-style-type: none"> SPARK 3-6 <ul style="list-style-type: none"> Fitness Circuits – Pg. 5 Stunts and Tumbling – Pg. 7 SPARKFolio 3-6 <ul style="list-style-type: none"> Stunts and Tumbling Activity Cards Children Moving <ul style="list-style-type: none"> Physical Fitness, Physical Activity and Wellness for Children – Pg. 53 - 54
Appendix 5	<ul style="list-style-type: none"> Health Related Goals “Personal Best” and How Can I Achieve My Fitness Goals Worksheet- 5- 7 Health Related Goals “ Personal Best” Rubric- 5-8 Student Nutrition/ Health Log - 5-9 Health and Nutrition Tracking Rubric – 5-10

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

- | | |
|--|---|
| | <ul style="list-style-type: none">• Let's Get Physical Assessment-5-11• Let's Get Physical Rubric-5-12• Heart Rate Circuit Assessment- 5-13• Heart Rate Circuit Rubric- 5-14 |
|--|---|

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

Unit Title	Take a Self Portrait		Length of Unit	3-5 Weeks
Focusing Lens(es)	Manipulation/Analyze	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.5-S.1-GLE.1 PE09-GR.5-S.1-GLE.2	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • What are some activities that require the combination of skills? (PE09-GR.5-S.1-GLE.2-EO.a,b,c;IQ.1;RA.1) • How can one create a game that uses different striking skills? (PE09-GR.5-S.1-GLE.2-EO.d;IQ.2;RA.2) • How can one get better at a skill without physically practicing? (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d;IQ.3;RA.3;NA.2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 			
Concepts	Analyze, Apply, Appropriate, Combine, Demonstrate, Identify			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstrating control of self and objects enhances accuracy and success in activities, games, and sport.	What are three examples of accuracy in different sports and activities?	Why is accuracy and control important?
Analyzing, applying, and correcting manipulative and movement skills enhances performance in a variety of activities.	What are two types of manipulative skills that enhance performance in activities?	What can you learn from analyzing your own performance?
Identifying and combining various skills enables one to competently participate in a variety of games, sports, and activities.	Name three activities that require a combination of three or more skills.	How do professional athletes combine skills to improve their performance?

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

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Analyze and demonstrate throwing, catching, dribbling, volleying, striking, kicking, and locomotor skills with control and accuracy. (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e) (PE09-GR.5-S.1-GLE.2-EO.d,e)
- Apply rules and use strategy during game play. (PE09-GR.5-S.1-GLE.2-EO.f)
- Analyze appropriate skills and exercises necessary to enhance participation in a variety of activities. (PE09-GR.5-S.1-GLE.2-EO.a,b,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.”*

Physical Education Objective/Learning Target:

Analyze and self-correct errors through various activities and skills to promote mature movement.

The Student Will.....

Academic Vocabulary:

Analyze, apply, continuously, prevent, demonstrate, control, accuracy, appropriate, enhance, similarities, differences, competent, patterns, implement

Technical Vocabulary:

Strategies, modified games, activities, non-locomotor, locomotor, volley, dribble, steal, punt, target, throw, catch, basketball, football, frisbee, accuracy, force, strike, performance, practice

Instructional Resources:

- SPARK 3-6
 - Soccer – Pg. 9
- SPARKFolio 3-6
 - Soccer Task Cards
- Children Moving
 - Kicking and Punting – Pg. 439-469
 - Throwing and Catching – Pg. 471-501

Appendix 5

- **Locomotor and Manipulative Skills Year- Long Checklist -5 -15**
- **Application of Skills Rubric - 5 – 16**
- **Locomotor, Manipulative and Application of Skills- Year-Long Rubric- 5 -17**

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

Unit Title	Bust a Move		Length of Unit	4-6 Weeks
Focusing Lens(es)	Movement and Dance	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.3-GLE.2 PE09-GR.5-S.3-GLE.3	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How could one perform a jump routine to different types of music? (PE09-GR.5-S.1-GLE.1-EO.f, g, h, l;IQ.2;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, l;IQ.2;RA.3;N.3) • How can one get better at a skill without physically practicing? (PE09-GR.5-S.1-GLE.2-EO.g;IQ.3;RA.3;N.2) • What are ways to include others who are physically unable to participate due to a disability or injury? (PE09-GR.5-S.3-GLE.2-EO.c;;IQ.2;N.1,2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 • Emotional and Social Wellness - Standard 3 			
Concepts	Demonstrate, Perform, Develop, Refine, Analyze, Acceptance, Create			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Transfer of flow, speed and sequence during movement enhances skill demonstration and performance.	Describe two types of sequences or patterns.	What does sequencing look like outside of physical education?
Development of patterns, sequences, and direction changes help create and refine rhythmic routines.	What are three different types of dance?	How does dance improve movement skills and how can we apply that to other sports/activities?
Acceptance of others with different physical abilities enhances the learning environment and improves confidence for all students.	Name two ways you could help someone with different abilities?	Why is acceptance of others important?

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

Evidence Outcomes (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.f, g, h, i)
- Engage with confidence in a physical activity setting. (PE09-GR.5-S.3-GLE.3-EO.c)
- Analyze and demonstrate a variety of dances. (PE09-GR.5-S.1-GLE.2-EO.g)
- Demonstrate acceptance of others physical abilities in small group activities. (PE09-GR.5-S.3-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.”*

Physical Education Objective/Learning Target:

The Student Will.....

Be in small groups of various abilities to create a pattern or routine that combines movement skills that build confidence and lead to life-long physical activity.

Academic Vocabulary:

Demonstrate, patterns, perform, routine, creative, intentional, analyze, acknowledge, accommodate, individual, differences, confidence, setting

Technical Vocabulary:

Square, folk, contemporary dances, jump, partner, gymnastics, creative dance, sequence, traveling, rolling, balancing, weight transfer, direction, speed, flow, social, modern, jazz, physical abilities, physical activities

Instructional Resources:

- SPARK 3-6
 - Dance – Pg. 27, 43
- SPARKFolio 3-6
 - Dance Activity Cards
- Children Moving
 - Skill Themes in Gymnastics – Pg. 628

Appendix 5

- **Dance Routine Creation Assessment – 5-18**
- **Dance Routine Creation Rubric – 5-19**
- **Dance Peer Assessment Rubric – 5-20**
- Grou` m p!"t@ Ca j!st R tine C `dkJ Eq" I %1 -
- `E`aiB)@AdE ta` l@e adT p `E!` aF T` iJ`%\$ @* P F) 5