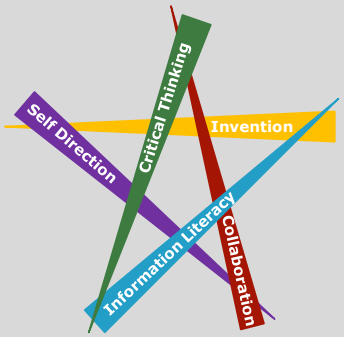
Curriculum Development Overview
5th Grade PE Curriculum

Content Area	Physical Education	**Grade Level**	5th Grade

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	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	GR.5-S.1-GLE.2
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	GR.5-S.2-GLE.1
	2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	GR.5-S.2-GLE.2
	3. Connect the health-related fitness components to the body systems	GR.5-S.2-GLE.3
3. Emotional and Social Wellness	1. Assess and take responsibility for personal behavior and stress management	GR.5-S.3-GLE.1
	2. Choose to participate cooperatively and productively in group and individual physical activities	GR.5-S.3-GLE.2
	3. Identify personal activity interests and abilities	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	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*

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Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills	1. Will understanding these skills allow for participation in other activities later in life? 2. How could one perform a jump routine to different types of music? 3. Why does one need to know a variety of dances? 4. What can dance teach one about other sports? 5. What types of dancing are similar to each other?	1. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement. 2. Punt a dropped ball from the hands at a target. 3. Dribble a ball (by hand or foot) while preventing another person from stealing the ball. 4. Volley an object continuously with a partner. 5. Demonstrate efficient patterns of striking with and without an implement. 6. Develop and refine a sequence that combines traveling, balancing, and weight transfer into smooth slowing sequences with intentional changes in direction, speed, and flow.
2. Demonstrate understanding of how to combine and apply movement concepts and principles and to learn and develop motor skills	1. What are some activities that require the combination of skills? 2. How can one create a game that uses different striking skills? 3. How can one get better at a skill without physically practicing? 4. Which skills can one take from other activities that will allow one to become better in your selected activity?	1. Combine skills to competently participate in a variety of activities. 2. Select appropriate exercises that enhance learning and performing a selected activity. 3. Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy. 4. Analyze and correct errors in nonlocomotor and locomotor movements through peer assessment. Analyze and use basic offensive and defensive strategies and apply rules in modified games and activities.

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Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Understand and apply basic principles of training to improving physical fitness	1. Which are more important short or longterm goals? Why? 2. What are all of the different ways that one can determine the intensity of an activity? 3. How are your physical activity habits similar to or different from the other members of your family? Why are they similar or different? Who in your family benefits the most from their activities? 4. What would a comprehensive, one month fitness calendar include? How would this calendar change depending on the weather and available equipment? 5. Why is it important to engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day?	1. Accurately take a pulse at rest and during exercise. 2. Develop and describe three short and long term fitness goals. 3. Correctly differentiate the bodies response to physical activities of various intensities. 4. Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices. 5. Perform flexibility exercises that will stretch particular muscle area for given physical activities. 6. Determine appropriate cardiovascular training zone 7. Accurately identify activities that are aerobic and anaerobic. 8. F.I.T.T. reinforce the principles (Frequency, Intensity, Time, Type)
2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	1. Which component of skill-related fitness do you like the most? 2. Which component of skill-related fitness is most important? Why? 3. In which component of skill-related fitness are you the strongest? How can you continue to improve tin this component? How can you improve in the other components?	1. Identify and exercise that is used to develop agility, balance, coordination, power, reaction time, or speed. 2. Create an exercise plan using the six skill-related components to improve performance in a chosen activity.
3. Connect the health-related fitness components to the body systems	1. Do you prefer participating in organized group activities such as youth basketball or playing unstructured activities such as pick up basketball games? Why? 2. If you managed a restaurant, what foods would be on the menu? Why? 3. Should children be allowed to eat whatever snacks they want? Why or why not? 4. Should people eat immediately before exercising? Why or why not?	1. Understand the importance of participation in fitness-enhancing physical activities such as gymnastics clubs, community sponsored youth sports, or activity clubs. 2. Demonstrate appropriate warm-up and cool down procedures before participation in vigorous physical activity. 3. Distinguish healthy balanced meals and snacks designed to enhance the performance of physical activities.

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Standard 3: Emotional and Social Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Assess and take responsibility for personal behavior and stress management.	1. How does setting goals for physical activities help one to take on personal responsibilities in school work? 2. Why are officials necessary? What would the results be if there were no officials? 3. What are some ways you have seen others treat officials? 4. Why is it important to set personal goals? 5. Are you going to work harder for your goals if you write them out rather than just talk about them?	1. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity. 2. Set a personal goal to improve a skill, and work toward that goal. 3. Describe and demonstrate responsible behavior and decision making while participating in physical activity. 4. Demonstrate respect for the person who is officiating?
2. Choose to participate cooperatively and productively in group and individual physical activities.	1. How might one interact with a friend who dominates the discussion in a cooperative problem solving activity? 2. What are ways to include others who are physically unable to participate due to a disability or injury? 3. Does your vies of talking to officials change when you are an official yourself? 4. Why is resolving conflicts more important than winning a game?	1. Help others with physical activity challenges. 2. Contribute ideas, and listen to the ideas of others in cooperative problem solving activities. 3. Acknowledge and accommodate individual differences in others' physical abilities in small group activities. 4. Officiate an activity, game, or sport. 5. Demonstrate conflict resolution behavior in socially appropriate ways.
3. Identify personal activity interests and abilities.	1. Why do professional athletes sometimes blame others for their performance? 2. Why do the citizens of a city sometimes riot or vandalize things when their team wins the World Series or the NBA Championship? 3. What is the difference between being confident and being cocky? 4. What can losing a game or activity allow one to learn that winning can't? 5. Why do teams sometimes shake hands with the opposition after competing?	1. Accept responsibility for one's own performance without blaming others. 2. Respond to winning and losing in socially appropriate ways. 3. Develop confidence in a physical activity setting.

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Standard 4: Prevention and Risk management in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Understand and utilize safe and appropriate warm –up, pacing, and cool-down techniques for injury prevention and safe participation..	1. Does the time of year matter when cooling down after exercising? 2. Which warm-up activities are the most effective in preparing the body for movement? 3. Why is it important to be able to identify safety rules on your own? 4. Do different sports require more or less warming up than other sports?	1. Identify proper warm-up and cool-down techniques. 2. Explain how warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries. 3. Identify safety rules for the activity and area being used. 4. Understand the concept of pacing.

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1st Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE #1Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills		Demonstrate mature forms for eye-foot coordination: • Punt a ball dropped from the hands at a target • Dribble a ball (hand or foot) while preventing another person from stealing the ball • Volley an object with a partner Walk, run, hop, skip, jump, slide, gallop, and leap with mature form embedded in activities.
Standard #1	PEGLE #2 Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills		Combine skills to competently participate in a variety of activities
Standard #2	PEGLE #1 Understand and apply basic principles of training to improving physical fitness		Fitness Gram testing to influence goal setting Develop and describe three short-term goals and three long-term goals Accurately take a pulse at rest and during exercise Determine appropriate cardiovascular training zone
Standard #2	PEGLE #3 Connect the health-related fitness components to the body systems		Demonstrate appropriate warm-up procedures before participation in vigorous physical activity
Standard #3	PEGLE #1 Assess and take responsibility for personal behavior and stress management		Set a personal goal to improve a skill, and work toward that goal
Standard #3	PEGLE #2 Choose to participate cooperatively and productively in group and individual physical activities		Contribute ideas, and listen to the ideas of others in cooperative problem-solving activities Acknowledge and accommodate individual differences in others' physical abilities in small-group activities Demonstrate conflict resolution behavior in socially appropriate ways
Standard #4	PEGLE #1 Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation		Classroom procedures Identify proper warm-up and cool-down techniques Identify safety rules for the activity and area being used
Vocabulary			
Kick, Punt, Volley, Dribble, Collect, Trap, Walk, Run, Skip, Hop, Jump, Slide, Gallop, Leap, Influence, Principles, Cooperative, Yielding, Cooperative Learning, Conflict Resolution, Warm Up,			

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2nd Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate mature form for all basic locomotor, non-locomotor , manipulative, and rhythmic skills		Demonstrate mature forms for eye-hand coordination: • Tossing/underhand throwing • Overhand throwing • Rolling • Catching Dribble a ball (hand or foot) while preventing another person from stealing the ball Volley an object with a partner
Standard #1	PEGLE #2 Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills		Analyze and use basic offensive and defensive strategies and apply rules in games and activities
Standard #2	PEGLE #1 Understand and apply basic principles of training to improving physical fitness		FITT Principle (Frequency, Intensity, Time and Type) Identify, select, diagnose, and participate in activities designed to improve ones own health-related fitness components Correctly differentiate the body's response to physical activities of various exercise intensities
Standard #3	PEGLE #3 Identify personal activity interests and abilities		Accept responsibility for one's own performance without blaming others Respond to winning and losing in socially appropriate ways Develop confidence in a physical activity setting
Standard #4	PEGLE #1 Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation		Understand concept of pacing
Vocabulary			
Toss, Underhand Throw, Overhand Throw, Roll, Catch, Analyze, Training, Officiate, Outcome, Pacing F.I.T.T. Principle			

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3rd Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate mature form for all basic locomotor, non-locomotor , manipulative, and rhythmic skills		Demonstrate efficient patterns of striking with and without an implement
Standard #1	PEGLE #2 Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills		*Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy *Analyze and correct errors in non-locomotor and locomotor movements through peer assessment
Standard #2	PEGLE #1 Understand and apply basic principles of training to improving physical fitness		*Record and analyze food consumption for one day, and make a plan to how to implement healthier choices *Explain why dehydration impairs temperature regulation and physical and mental performance *Perform flexibility exercises that will stretch particular muscle areas for given physical activities
Standard #2	PEGLE #2 Demonstrate understanding of skill-related components of fitness and how they affect physical performance		Identify an exercise that is used to develop Agility, Speed, Power, Balance, Reaction Time, Coordination
Standard #2	PEGLE #3 Connect the health-related fitness components to the body systems		*Understand the importance of participating in fitness-enhancing physical activities such as gymnastics clubs, community-sponsored youth sports, or activity clubs *Distinguish healthy balanced meals and snacks designed to enhance the performance of physical activities
Standard #3	PEGLE #1 Assess and take responsibility for personal behavior and stress management		*Act in a safe and healthy manner when confronted with negative peer pressure during physical activity *Demonstrate respect for the person who is officiating
Standard #3	PEGLE #2 Choose to participate cooperatively and productively in group and individual physical activities		Officiate an activity, game, or sport

Standard #4	PEGLE #1 Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation		Explain that warm-up and cool-down activities prepare that body for physical activity and help to prevent injuries
Vocabulary			
Strike, Climb, Tumble, Implement, Sequence, Weight Transfer, Balance, Jump Rope, Peers, Constructive Feedback, Rubric			

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4th Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate mature form for all basic locomotor, non-locomotor , manipulative, and rhythmic skills		*Demonstrate mature forms of locomotor, eye-hand and eye-foot coordination in a game setting *Develop and refine a sequence that combines traveling, balancing, weight transfer into smooth-flowing sequences with intentional changes in direction, speed, and flow Track Meet
Standard #1	PEGLE #2 Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills		Select appropriate exercises that enhance learning performing a selected activity
Standard #2	PEGLE #1 Understand and apply basic principles of training to improving physical fitness		*Fitness Gram testing *Accurately identify activities that are aerobic and anaerobic *Determine the intensity of personal physical activity using the concept of perceived exertion *Review fitness goals
Standard #2	PEGLE #2 Demonstrate understanding of skill-related components of fitness and how they affect physical performance		Create an exercise plan using the six skill-related components to improve performance in a chosen activity
Standard #3	PEGLE #1 Assess and take responsibility for personal behavior and stress management		*Describe and demonstrate responsible behavior and decision-making while participating in physical activities
Standard #3	PEGLE #2 Choose to participate cooperatively and productively in group and individual physical activities		Help others with physical activity challenges
Vocabulary			
Eye-hand, Eye-foot, Choreograph, Goal Setting, Diversity, Components, Flexibility, Muscular Endurance, Muscular Strength, Cardiovascular Endurance, Performance, Stress Management, Self Reflection			