

PLAY NICE IN THE SANDBOX

INSTRUCTIONAL UNIT AUTHORS

North Routt and Hayden School Districts

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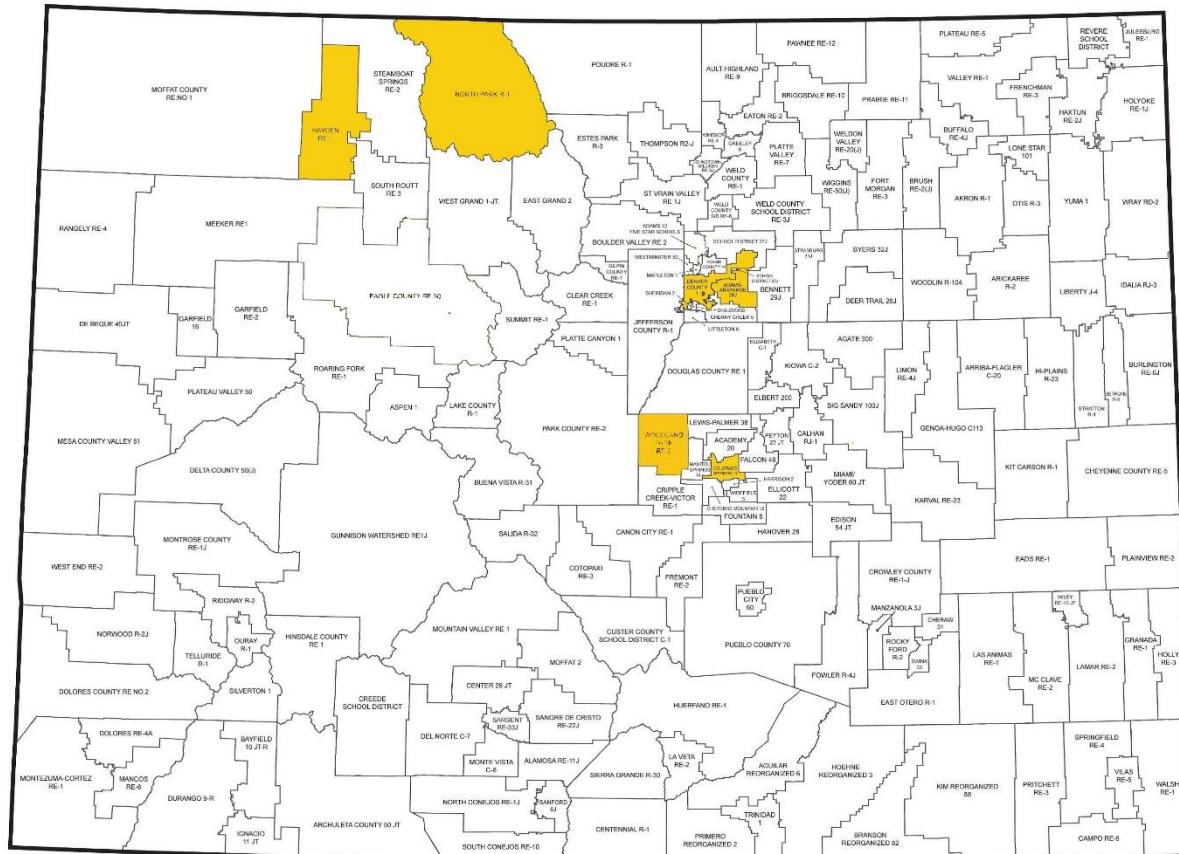
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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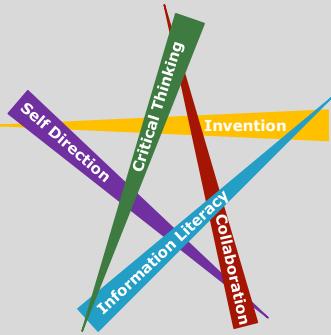
Woodland Park School District Re-2
Sue Wright



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Physical Education	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)		GLE Code
1. Movement Competence and Understanding	1. Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements		PE09-GR.1-S.1-GLE.1
	2. Demonstrate fundamental manipulative skills		PE09-GR.1-S.1-GLE.2
	3. Establish a beginning movement vocabulary		PE09-GR.1-S.1-GLE.3
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity		PE09-GR.1-S.2-GLE.1
3. Emotional and Social Wellness	1. Work independently and with others to complete work		PE09-GR.1-S.3-GLE.1
	2. Follow the rules of an activity		PE09-GR.1-S.3-GLE.2
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports		PE09-GR.1-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
Play Nice in the Sandbox	Per Teacher's Discretion	

Unit Title	Play Nice in the Sandbox		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Social Responsibility	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.3 PE09-GR.1-S.3-GLE.1 PE09-GR.1-S.3-GLE.2 PE09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> What makes you a good partner? (PE09-GR.1-S 3-GLE. 1-EO.c,d; IQ. 1,23; RA1,2,3,4; N.1,2) What is different about working with someone rather than working by yourself? (PE09-GR.1-S.3-GLE.1-EO.c,d; IQ. 1,2,3; RA. 1,2,3,4; N.1,2) Why is it important to follow the rules? (PE09-GR.1-S.3-GLE.2-EO.a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1,2) 			
Unit Strands	Movement Competence and Understanding; Physical and Personal Wellness; Social and Emotional Wellness			
Concepts	Cooperation, Teamwork, Responsible Social Behavior, Impulsivity, Critical Thinking and Reasoning, Demonstration; Space; Sharing; Effectiveness; Identification; Relationships; Integrity; Collaboration; Participation; Citizenship;			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Strong citizenship and integrity demonstrate responsible social behavior. (PE09-GR.1-S.3-GLE.1-EO.a,c; IQ. 1,2,3; RA. 1,2,3,4; N. 1,2)	What is the relationship between integrity and trust?	How can a person demonstrate good citizenship?
Cooperation and collaboration identify effective teamwork. (PE09-GR.1-S.3-GLE.1-EO.b,c,d; IQ. 1,2,3,4; RA.2,4; N.2)	What collaborative skills do effective teams have?	How do teams use collaboration to become more successful?
Higher-level critical thinking and reasoning skills generate accurate identification of space and relationships. (PE09- GR.1-S.4-GLE.1-EO.a; IQ. 1,2,3; RA. 1; N.1)	What is a way in which a person can move through space?	What is the correlation between space and relationship?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Attributes of an effective partner or group member in an activity (PE09-GR.1-S.3-GLE.1-EO.a,b,c.) ● Appropriate variety of cues (PE09-GR.1-S.1-GLE.3-EO.b) ● Procedures for rules to simple games (PE09-GR.1-S.3-GLE.2-EO.c) ● The effective use of shared space for all students (PE09-GR.1-S.3-GLE.1-EO.d) ● The appropriate use of shared equipment and apparatuses with all students (PE09-GR.1-S.3-GLE.1-EO.b) ● Responsibility for one's behavior in a game situation (PE09-GR.1-S.3-GLE.2-EO.d) ● Appropriate development and use of game and activity rules (PE09-GR.1-S.3-GLE.2-EO.b) ● Resources (PE09-GR.1-S.3-GLE.1-EO.b) 	<ul style="list-style-type: none"> ● Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction. (PE09-GR.1-S.3-GLE.1-EO.a,b,c.) ● Respond appropriately to a variety of cues (PE09-GR.1-S.1-GLE.3-EO.b) ● Follow rules to simple games (PE09-GR.1-S.3-GLE.2-EO.c) ● Help other students share space effectively (PE09-GR.1-S.3-GLE.1-EO.d) ● Invite others to use equipment or apparatus before repeating turn (PE09-GR.1-S.3-GLE.1-EO.b) ● Accept responsibility for one's behavior in a game situation (PE09-GR.1-S.3-GLE.2-EO.d) ● Develop rules for an activity and participate in the activity while following the rules (PE09-GR.1-S.3-GLE.2-EO.b) ● Share resources (PE09-GR.1-S.3-GLE.1-EO.b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.</p> <p>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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Taylor can demonstrate how to work with others.</i></p>
<p>Academic Vocabulary:</p>	<p>Share, Identify, Demonstrate, Develop, Respond</p>
<p>Technical Vocabulary:</p>	<p>Physical activity, Challenges, Cues, Nonverbal instruction, Rules, Participate, Interpret, Effective</p>

Unit Description:	This unit is designed to teach second graders how to cooperate in the physical education setting. Students will work with a partner to discuss and demonstrate positive social responsibility. (e.g. Cooperation, integrity, participation, collaboration). Students will explore safe movement in a designated space and positive social behavior like responsibility, integrity, sharing and citizenship. This unit concludes with students working with a partner/team to maneuver using a variety of movements and skills through an obstacle course while performing tasks that will include multiple pieces of equipment and pathways. Students will demonstrate positive social behavior and character traits that include integrity, critical thinking, and citizenship.
Considerations:	<p>Most first grade students will have a general understanding of personal space, general space, locomotor skills, responsible use of equipment, and expectations for partner cooperation. However first graders will vary in developmental readiness, therefore this unit is designed to allow students to develop and/or experience manipulation of objects.</p> <p>In addition you may need to consider:</p> <ul style="list-style-type: none"> • time spent with students (i.e. length of class, number of days a week) • technology • space • class size • physical challenges • cultural diversity

Unit Generalizations

Key Generalization:	Strong citizenship and integrity demonstrate responsible social behavior.
Supporting Generalizations:	Cooperation and collaboration identify effective teamwork.
	Higher-level critical thinking and reasoning skills generate accurate identification of space and relationships.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Strong citizenship and integrity demonstrate responsible social behavior.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>You and your partner/team are community members who will travel while avoiding obstacles and traffic jams. Your goal is to safely maneuver various pathways and demonstrate positive social responsibility while using integrity, critical thinking and citizenship. The obstacle course may include:</p> <ul style="list-style-type: none"> • cones • mats • flexible tunnels • hula-hoops • various building blocks • climbing apparatus

Product/Evidence: (Expected product from students)	Students will work with a partner/team to maneuver using a variety of movements and skills through an obstacle course while performing tasks that will include multiple pieces of equipment and pathways. Students will demonstrate positive social behavior and character traits that include integrity, critical thinking, and citizenship.
Differentiation: (Multiple modes for student expression)	Students may : <ul style="list-style-type: none"> ● design and revise obstacles course and equipment ● verbally guide a partner through the course ● draw a map of pathways that demonstrate social responsibility

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Feelings</i> by Aliki (Lexile NP).	<i>Friends</i> by Helme Heine. (AD 600L)

Ongoing Discipline-Specific Learning Experiences				
1.	Description: citizen to demonstrate social responsibility.	Teacher Resources:	https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach (How to teach citizenship to elementary students) https://www.youtube.com/watch?v=xVn84xsTDTM - (Game of Line tag using integrity principles) http://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell (Creating integrity in the classroom) http://mrgym.com/TagGames.htm (Chasing and Fleeing activities) https://www.responsiveclassroom.org/cooperative-games-for-younger-students/ (Sharing)	
		Student Resources:	https://www.youtube.com/watch?v=-UUT6nWbyik (Integrity) https://www.youtube.com/watch?v=bsfqXLKpG1c&index=29&list=PLFugf8LbqfvmHvenNHxbW1sY_QcTOZ82k (cooperation video)	
Skills:		Assessment:	Students will work with a partner to discuss and demonstrate one example of positive social responsibility. e.g. Cooperation, integrity, participation, collaboration	
2.	Description: Think like/work like a team member to cooperate and model appropriate behavior.	Teacher Resources:	http://www.pcentral.org/lessonideas/cooperative/cooperativeindex.asp (Examples of cooperative games)	
		Student Resources:	https://www.youtube.com/watch?v=OVf3T3pgL8U (Motivational teamwork video) https://www.youtube.com/watch?v=fUXdrI9ch_Q&t=28s (good teamwork video)	
	Skills:	Assessment:	Students will modify a well-known game/activity to incorporate more teamwork principles.	

		in an activity, acceptable responses to challenge success and failures, and the ability to follow verbal and nonverbal instruction.		
3.	Description:	Think like/work like a team member to demonstrate spatial awareness.	Teacher Resources:	https://www.youtube.com/watch?v=Sg_6L5kE16A (Spatial awareness)
	Skills:	Demonstrate spatial awareness.	Student Resources:	https://www.youtube.com/watch?v=yEwgcBt05cU (Examples of group movements)
			Assessment:	Students will work with a partner in a designated space to create a dance/rhythmic movements to illustrate an understanding of spatial awareness.

Prior Knowledge and Experiences

The learning experiences build on students' working knowledge of integrity, personal responsibility, cooperative skills, spatial awareness, safe movement and travel. Student experiences and developmental readiness will reflect their ability to engage in all areas of positive social interactions all in environments.

Learning Experience # 1

The teacher may pose the question "What does positive social behavior (e.g. responsibility, integrity, sharing, and citizenship) look like and sound like?" So students can reflect upon their own experiences.

Generalization Connection(s):	Strong citizenship and integrity demonstrate responsible social behavior.	
Teacher Resources:	http://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell (Creating integrity in the classroom) http://mrgym.com/TagGames.htm (Chasing and Fleeing activities) https://www.responsiveclassroom.org/cooperative-games-for-younger-students/ (Sharing)	
Student Resources:	https://www.youtube.com/watch?v=-UUT6nWbyik (Integrity)	
Assessment:	Students will work with a partner demonstrate examples of positive social behavior such as: sharing, responsibility, integrity, and citizenship. (e.g.: sharing- partners using hula-hoop together to perform a locomotor skill; integrity-chasing and fleeing games)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) N/A	Expression (Products and/or Performance) The students may: <ul style="list-style-type: none"> ● monitor the activities being played ● explain one on one
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

	N/A	The students may: <ul style="list-style-type: none"> ● work in small groups ● create poster that provide examples of positive social behavior
Critical Content:	<ul style="list-style-type: none"> ● attributes of effective partner or a group member in an activity ● sharing space effectively 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction. ● Help other students share space effectively 	
Critical Language:	Share, Space, Social Behavior, Cooperation, Impulsivity, Participation, Identify, Demonstrate, Respond	

Learning Experience # 2		
The teacher may utilize a video clip that represents citizenship so that students can observe what it looks like and sounds like to be a positive citizen within their school and community.		
Generalization Connection(s):	Strong citizenship and integrity demonstrate responsible social behavior.	
Teacher Resources:	http://www.teachertube.com/video/citizenship-68533 (Citizenship)	
Student Resources:	N/A	
Assessment:	Students will work in small groups to differentiate between positive or negative examples of citizenship within their school and community. (e.g.- teacher reads scenario, students run to choice A or B)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may:</p> <ul style="list-style-type: none"> ● pair up students with like language for interpretation ● use pictures to model citizenship 	<p>Students may:</p> <ul style="list-style-type: none"> ● utilize a student partner to interpret ● select choices by pointing or tossing an object
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may:</p> <ul style="list-style-type: none"> ● have top scenarios acted out in front of the whole school ● video and post on google classroom 	Students may create a scenario to display positive or negative citizenship and act it out.
Critical Content:	<ul style="list-style-type: none"> ● Attributes of an effective partner or group member in an activity 	

	<ul style="list-style-type: none"> Appropriate variety of cues
Key Skills:	<ul style="list-style-type: none"> Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction Respond appropriately to a variety of cues
Critical Language:	Citizenship, Responsible social behavior, Critical thinking and reasoning, Interpret, Collaboration

Learning Experience # 3		
The teacher may present a game that demonstrates integrity principles so students can prove how to do the right thing by being honest and trustworthy. (e.g.-line tag)		
Generalization Connection(s):	Strong citizenship and integrity demonstrate responsible social behavior.	
Teacher Resources:	https://www.youtube.com/watch?v=xVn84xsTDTM - (Game of Line tag using integrity principles)	
Student Resources:	https://www.youtube.com/watch?v=W48AsUPU1Vs (Demo of line tag with some added concepts)	
Assessment:	Students will create a class pledge to state their willingness to promote integrity at all times (e.g. school, home, and community) <ul style="list-style-type: none"> poster with main statement signed by all video of class pledge 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> write pledge for students to sign give choices of what integrity means 	Students may: <ul style="list-style-type: none"> brainstorm with partner for showing honesty and what it looks like role play scenarios for small group/teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> have students complete a community service project 	Students may add or share other ways they can show integrity and recognize other members of the school doing the same.
Critical Content:	<ul style="list-style-type: none"> Rules to simple games Responsibility for one's behavior in a game situation Resources 	
Key Skills:	<ul style="list-style-type: none"> Follow rules to simple games Accept responsibility for one's behavior in a game situation Share resources 	
Critical Language:	Citizenship, Integrity, Honest, Trustworthy	

Learning Experience # 4		
The teacher may present a cooperative game or activity (e.g. Chicken baseball, Pirates Booty) so students can apply the concepts of collaboration, cooperation and teamwork		
Generalization Connection(s):	Cooperation and collaboration identify effective teamwork	
Teacher Resources:	http://www.pcentral.org/lessonideas/searchresults.asp?subcategory=cooperative+learning (website for variety cooperative games)	
Student Resources:	https://www.youtube.com/watch?v=bsfqXLKpG1c&index=29&list=PLFugf8LbqfvmHvenNHxbW1sY_QcT0Z82k (cooperation video) https://www.youtube.com/watch?v=fUXdrl9ch_Q&t=28s (good teamwork video)	
Assessment:	Students will modify a well-known game/activity to incorporate more teamwork principles.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assist with ideas after brainstorming is done by students. (e.g. "What if?")	Students may use multiple trials of rule changes for their game/activity to adapt and model the best solutions.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify frequently the rules (e.g. No talking, use different body parts, no win/lose)	Students may evaluate peer or team's ability to cooperate, collaborate and BEST TEAMWORK in the unit.
Critical Content:	<ul style="list-style-type: none"> ● Attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction. ● Rules for an activity and participate in the activity while following the rules ● Students share space effectively 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction. ● Develop rules for an activity and participate in the activity while following the rules ● Help other students share space effectively 	
Critical Language:	Cooperation, Teamwork, Collaboration, Participation, Critical Thinking, Effectively	

Learning Experience # 5		
The teacher may use music and rhythm to illustrate movements so students can explore spatial awareness.		
Generalization Connection(s):	Higher-level critical thinking and reasoning skills generate accurate identification of space and relationships.	
Teacher Resources:	https://www.youtube.com/watch?v=Sg_6L5kE16A (Spatial awareness)	
Student Resources:	https://www.youtube.com/watch?v=yEwgcBt05cU (Examples of group movements)	
Assessment:	Students will work with a partner in a designated space to create a dance/rhythmic movements to illustrate an understanding of spatial awareness. The partner group will then perform their dance/rhythmic movements to another peer group.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none">● increase space● give cues● increase from partner to small groups● vary music tempo	Students may: <ul style="list-style-type: none">● use larger space● follow cues● work with small groups● choose own music
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none">● video for portfolio● post video on google classroom	Students may <ul style="list-style-type: none">● teach class through their routine● create an additional routine/dance
Critical Content:	<ul style="list-style-type: none">● Attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction.● Share space effectively● Use equipment or apparatus before repeating turn	
Key Skills:	<ul style="list-style-type: none">● Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures, and the ability to follow verbal and nonverbal instruction.● Help other students share space effectively● Invite others to use equipment or apparatus before repeating turn	
Critical Language:	Space, Collaboration, Participation, Rhythm, Tempo	

Learning Experience # 6					
The teacher may explain how to play Simon Says so students can follow verbal and nonverbal directions.					
Generalization Connection(s):	Higher-level critical thinking and reasoning skills generate accurate identification of space and relationships.				
Teacher Resources:	https://www.youtube.com/watch?v=RewloHJ9RdM (new twist on old game--no one out)				
Student Resources:	https://www.youtube.com/watch?v=Jw5IH3LQv8o (young students interact teaching Simon says to a crowd)				
Assessment:	Students will demonstrate how to follow verbal and nonverbal directions. (e.g. teacher will have a variety of cues and intermix the directions so students have to really pay attention hearing and seeing--T: "do what i do T: "put your hands on your hips" and use poster with the words Simon says as the nonverbal difference and then speaking Simon says. When students are out they can either do set exercises to get back in or have other students start their own new game using the pics or video created as final product.)				
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<table border="1"> <thead> <tr> <th>Access (Resources and/or Process)</th> <th>Expression (Products and/or Performance)</th> </tr> </thead> <tbody> <tr> <td>The teacher may: <ul style="list-style-type: none"> ● use pictures ● use CD's with spoken cues </td><td>Students may: <ul style="list-style-type: none"> ● create own pics ● create own video with help of family </td></tr> </tbody> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)	The teacher may: <ul style="list-style-type: none"> ● use pictures ● use CD's with spoken cues 	Students may: <ul style="list-style-type: none"> ● create own pics ● create own video with help of family
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Critical Content:	<ul style="list-style-type: none"> ● Appropriate variety of cues 				
Key Skills:	<ul style="list-style-type: none"> ● Respond appropriately to a variety of cues 				
Critical Language:	Participation, Verbal, Nonverbal				