

MOVEMENT WITH A PURPOSE

INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

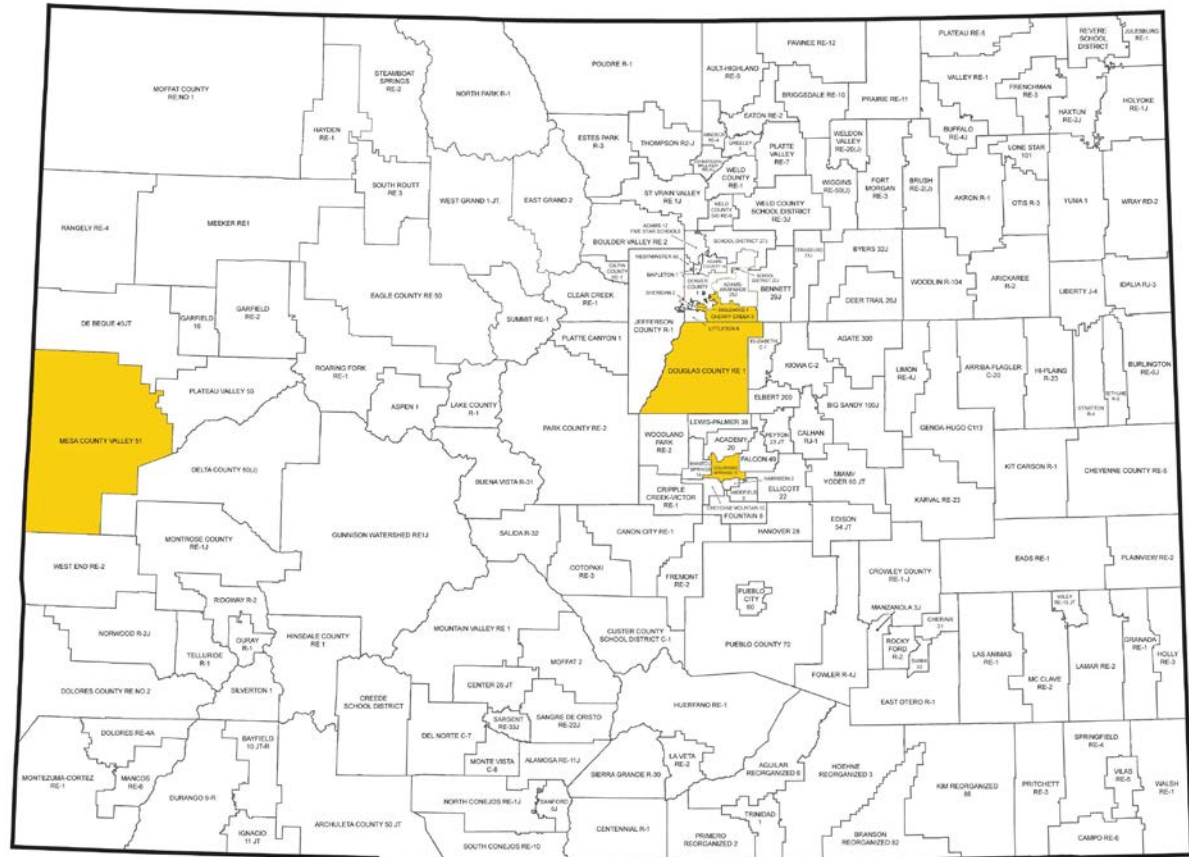
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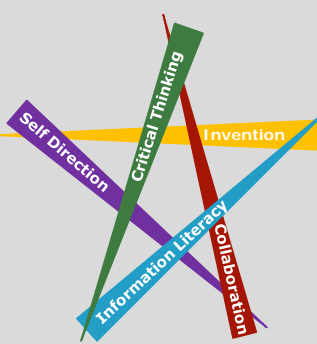


Colorado's District Sample Curriculum Project

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	2nd Grade
Course Name/Course Code	Movement with a Purpose		
Standard	Grade Level Expectations (GLE)	GLE Code	
Movement Competence and Understanding	1. Demonstrate the elements of movement in combination with a variety of locomotor skills	PE09-GR.2-S.1-GLE.1	
	2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	PE09-GR.2-S.1-GLE.2	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
Physical and Personal Wellness	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve	PE09-GR.2-S.2-GLE.1	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
Prevention and Risk Management	1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	PE09-GR.2-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
Movement with a Purpose	20 weeks	1

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Movement with a Purpose		Length of Unit	20 weeks
Focusing Lens(es)	Movement Development	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.1-GLE.2 PE09-GR.2-S.2-GLE.1 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment? (PE09-GR.2-S.2-GLE. 1-EO. a,b; IQ. 2; RA. 2; N.1,2) If you had to choose one skill, which is the most important - locomotor, nonlocomotor, or manipulative? How would activities change if you were limited to only one or two of these skills? (PE09-GR.2-S. 1-GLE. 1-EO. a,d; IQ. 4; RA. 1; N. 1,2,3,4) 			
Unit Strands	Movement Competence Understanding Physical and Personal Wellness			
Concepts	Manipulation; non-manipulation; locomotion; balance; efficient; patterns; identification; practice; demonstration; spatial awareness ; self-control; sequencing; transition; rhythm; creativity; consistency; body awareness, laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identification and practice of physical skills provides a foundation for participation in sports and activities throughout life. (PE09-GR.2-S. 2-GLE. 1-EO. a,b; IQ. 1,2,; RA. 1,2,3,4; N.2)	What skills are important for participation in physical activity and sport?	How does the practicing of physical skills lead to lifelong participation in physical activity and sport?
Manipulation, sequence, patterns and body awareness leads to mature motor skills. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	What steps are needed to perform an overhand throw?	How would you perform an overhand throw?
Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	How do you show rhythm when skipping?	Why is balance important to movement?
Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S. 3-GLE. 1-EO. a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1)	What are some ways of providing positive encouragement?	Why are rules important when students are moving?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Locomotor movements ● Smooth transitions on command ● Large group control ● Manipulative movements ● The difference between stationary and moving ● Rhythmic locomotor movements ● Body rolls and stationary balance ● The difference between static and dynamic balancing ● Positive communication ● Locomotor, nonlocomotor, and manipulative skills involved in a variety of activities ● Characteristics of walking, running, jumping, hopping, and leaping ● Self and instructor feedback to improve performance and physical ● Safety and Behavior 	<ul style="list-style-type: none"> ● Skip, gallop, hop, slide while transitioning on command.(PE09-GR.2-S.1- GLE.1- EO.a) ● Run, hop and skip in a large group in control. (PE09-GR.2-S.1- GLE 1- EO.c) ● Smooth transitions between motor skills. (PE09-GR.2-S.1- GLE. 1- EO.b) ● Throw, catch, strike and trap objects both stationary and moving (PE09-GR.2-S. 1- GLE.2- EO.d) ● Rhythmically move using locomotor movements (PE09-GR.2-S.1- GLE. 2- EO.a) ● Jump rope repeatedly (PE09-GR.2-S.1- GLE.2- EO.c) ● Create a routine including two body rolls and stationary balance after each roll (PE09-GR.2-S.1- GLE.2- EO.b) ● Static and dynamic balancing (PE09-GR.2-S.1- GLE.2- EO.f) ● Balance objects on different body parts in various positions (PE09-GR.2-S.1- GLE.2- EO.e) ● Follow safety rules (PE09-GR.2-S.4- GLE.1- EO.a,b) ● Use positive communication (PE09-GR.2-S.3- GLE.1- EO.c) ● Participate without distracting peers (PE09-GR.2-S.3- GLE.1- EO.b) ● Perform locomotor, nonlocomotor, and manipulative skills involved in a variety of activities (PE09-GR.2-S.2- GLE.1- EO.a) ● Identify the characteristics of walking, running, jumping, hopping, and leaping (PE09-GR.2-S.1- GLE.1- EO.d) ● Apply self and instructor feedback to improve performance and physical movement. (PE09-GR.2-S. 1- GLE.3- EO.a, b) ● Follow safety and behavior expectations (PE09-GR.2-S.3- GLE. 1-EO.b,c) and (PE09-GR.2-S.4; GLE. 1; 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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>My ability to move safely, efficiently and effectively makes me feel confident to participate in physical activity</i></p>
<p>Academic Vocabulary:</p>	<p>Routine, Safety Rules, Participate, Transitions</p>

Colorado Teacher-Authored Sample Instructional Unit

Technical Vocabulary:	Locomotor skills, nonlocomotor skills, manipulative skills, body rolls, stationary balance, Jump rope
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Unit Description:	This unit allows students to demonstrate various locomotor skills, rhythm, balances, juggling, jumping rope, and positive encouragement. The concepts of manipulation; non-manipulation; locomotion; balance; patterns; identification; practice; demonstration; spatial awareness ; self-control; sequencing; transition; rhythm; creativity; consistency; body awareness, rules; responsibility; citizenship; respect; application; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication are the main focus of this physical education unit. The culminating performance assessment for this unit has students working in small groups to create and perform a circus parade and routine.
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Considerations:	As fellow teachers we understand that teaching movement with a purpose in Physical Education can be very challenging while having students connect physical skills to lifelong activities. With that being said, please consider the following: <ul style="list-style-type: none"> • emphasizing the importance of being sensitive to the feelings of other students • available space • class size • time with students • equipment available • technology • cultural considerations • relevance between physical activity and students social behavior during competitive/challenging situations.
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Unit Generalizations

Key Generalization:	Identification and practice of physical skills provides a foundation for participation in sports and activities throughout life. (PE09-GR.2-S. 2-GLE. 1-EO. a,b; IQ. 1,2;; RA. 1,2,34; N.2)
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Supporting Generalizations:	Manipulation, sequence, patterns and body awareness leads to mature motor skills.
	Locomotion, rhythm and balance promote knowledge of body awareness and safety.
	Rules, responsibility, respect, positive encouragement and cooperation promote safety.

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Identification and practice of physical skills provides a foundation for participation in sports and activities throughout life.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a class, we will put on a circus. You will participate in an opening circus parade followed by performing individual circus acts. During the opening parade you will use 3 out of 5 locomotor skills. During the acrobatic act you will use 2 body rolls and 1 static and 1 dynamic balance.

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	During the manipulative act you will jump rope and juggle.
Product/Evidence: (Expected product from students)	Students will participate in a circus performance demonstrating: <ul style="list-style-type: none"> • 3 out of 5 locomotor skills • 2 body rolls • 1 static balance • 1 dynamic balance • jumping rope • juggling
Differentiation: (Multiple modes for student expression)	As performers students may be videotaped or group pair share.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>101 Circus Games for Kids: Juggling, Clowning, Balancing Acts, Acrobatics...</i> by Paul Rooyackers (Lexile Level 300L-700L)</p> <p><i>Juggling for the Complete Klutz</i> by John Cassidy and B.C. Rimbeaux (Lexile Level 360L-720L)</p>	<p><i>The Circus</i> by Cynthia Rider (Lexile Level 290L)</p> <p><i>Chipper and Unicycle</i> by Don M. Winn (Lexile Level 300-500)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like a student leader who uses teamwork to create routines.	Teacher Resources:	http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Rubric for routine)
			Student Resources:	http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Rubric for routine)
	Skills:	<ul style="list-style-type: none"> • use positive communication • be open to all ideas • stay within the guidelines set 	Assessment:	Students will create a routine using the skills they have learned.
2.	Description:	Think like/work like a team member to create positive interactions in physical education activities.	Teacher Resources:	http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Rubric for routine)
			Student Resources:	http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Rubric for routine)

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	Skills: <ul style="list-style-type: none"> • use positive communication • understand that positive social interaction will make physical activity with others enjoyable • identify feelings result from challenges, successes, and failures in physical activity 	Assessment:	Students will brainstorm and pair share how they created positive interactions during the activity.
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Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of positive encouragement, locomotor skills, cooperation, sequences, patterns, rolls, balances, and manipulation skills. Additionally, this may be the first time for some students to combine skills with smooth transitions. This unit will continue to allow students the opportunity to develop skills around positive encouragement, smooth transitions, and a variety of lifelong physical skills.

Learning Experience # 1

The teacher may display a variety of physical skill pictures so students can match various sports and activities used throughout their lives.

Generalization Connection(s):	https://docs.google.com/a/d51gapps.org/document/d/1MBneszxpOUQJBz5eaiFyAg1OM6XaMTdYnemxSrGrlgk/pub (Treasure Hunt Instructions) https://docs.google.com/a/d51gapps.org/document/d/1H_2al3NjhML8Nsc3zYwG90fFxZD5clxaMhd05gA9LS4/pub (Link to Treasure Hunt cards)	
Teacher Resources:	https://www.sikids.com/ (Sports Illustrated Kids)	
Student Resources:	https://docs.google.com/a/d51gapps.org/document/d/1MBneszxpOUQJBz5eaiFyAg1OM6XaMTdYnemxSrGrlgk/pub (Treasure Hunt Instructions) https://docs.google.com/a/d51gapps.org/document/d/1H_2al3NjhML8Nsc3zYwG90fFxZD5clxaMhd05gA9LS4/pub (Link to Treasure Hunt cards) https://www.sikids.com/ (Sports Illustrated Kids)	
Assessment:	The students will demonstrate their knowledge in a relay match game called Treasure Hunt.. https://docs.google.com/a/d51gapps.org/document/d/1MBneszxpOUQJBz5eaiFyAg1OM6XaMTdYnemxSrGrlgk/pub (Treasure Hunt Instructions)	
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"> • pair students who struggle with matching skills to sports and activities. 	Students may: <ul style="list-style-type: none"> • pair up with other students to help each other match cards.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • safety and behavior expectations • safety rules • knowledge of physical skills, various sports and activities 	
Key Skills:	<ul style="list-style-type: none"> • Follow safety and behavior expectations • Follow safety rules • Use knowledge of different physical skills to be able to match them with various sports and activities 	
Critical Language:	Safety Rules, Participate, Locomotor skills, non-locomotor skills, manipulative skills	

Learning Experience # 2

The teacher may pose a question, “How can rules and responsibility lead to a respectful environment?” so students can comprehend the importance of their actions and how it affects the classroom environment.

Generalization Connection(s):	Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S. 3-GLE. 1-EO. a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1)	
Teacher Resources:	http://www.wappingersschools.org/cms/lib01/NY01001463/Centricity/Domain/107/Circle_Map.pdf (Explanation of a Circle Map) http://capital.osd.wednet.edu/media/capital/information/technology/tm/circle.pdf (Circle Map)	
Student Resources:	http://www.wappingersschools.org/cms/lib01/NY01001463/Centricity/Domain/107/Circle_Map.pdf (Explanation of a Circle Map) http://capital.osd.wednet.edu/media/capital/information/technology/tm/circle.pdf (Circle Map)	
Assessment:	Students will make a circle map with words or drawings of a respectful environment (e.g. being kind, sharing, being safe, taking turns, talking). The students will be in groups. Teams will discuss what respectful environments include. Students will be seated at one end of the gym and the circle maps and markers will be at the other end of the gym. They will take turns running to fill in their team’s circle map. At the end of the activity, each group will share their circle map with the class.	
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"> • pair students of different ability levels 	Students may: <ul style="list-style-type: none"> • write words on the circle map or draw pictures
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Positive communication 	
Key Skills:	<ul style="list-style-type: none"> Use positive communication 	
Critical Language:	Analysis, Feedback, Communication, Cooperation, Respect, Environment	

Learning Experience # 3		
The teacher may pose the question, “Why is positive encouragement important?” so students can create a connection between positive encouragement and a positive environment.		
Generalization Connection(s):	Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S. 3-GLE. 1-EO. a,b,c; IQ. 1,2,4;A. 1,2; N. 1)	
Teacher Resources:	https://www.pbis.org/ (Positive Behaviors Interventions & Support website) https://www.responsiveclassroom.org/want-positive-behavior-use-positive-language/ (Using Positive language to get positive behaviors artilce)	
Student Resources:	https://www.youtube.com/watch?v=rweIE8yyY0U (Color your world in kindness) https://www.youtube.com/watch?v=pFuwUiHo-WI (Canadian Tire Commercial: “Wheels”) https://www.youtube.com/watch?v=Nh8gA_flq_A (Canadian Tire Commercial: The Outsider)	
Assessment:	Students will participate in a game of the teacher’s choosing. During the game, 3-5 students will be positive encouragement observers. When they observe another student who is playing the game showing positive encouragement to others, they will take a marker (e.g. sticker, clothespin, rubber band) and hand it to the student who demonstrated the positive encouragement. At that point, the student who received the marker becomes a positive encouragement observer and the student who gave the marker joins in the game. After the game, the class will reflect on what they observed, how it felt to give and receive markers, and how it made it a positive environment.	
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)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ask a student to explain what the student did and why they thought the student who received the marker gave positive encouragement. 	Students may: <ul style="list-style-type: none"> explain why they gave their marker to the person demonstrating the positive encouragement.

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Positive communication • Application of self, peer, and instructor feedback to improve performance and positive encouragement toward others.
Key Skills:	<ul style="list-style-type: none"> • Use positive communication • Apply self, peer, and instructor feedback to improve performance and positive encouragement toward others.
Critical Language:	Analysis, Feedback, Communication, Cooperation, Respect, Environment, Observation

Learning Experience # 4

The teacher may convey the importance of cooperation skills (e.g. communication, teamwork, respect) so students can investigate how cooperation promotes safety.

Generalization Connection(s):	Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S. 3-GLE. 1-EO. a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1)	
Teacher Resources:	http://www.teamworkandteamplay.com/resources/new_rc_document_2011_final.pdf (Raccoon Circles) https://www.youtube.com/watch?v=HNSsYqtWrTo (Yurt Circle)	
Student Resources:	https://www.youtube.com/watch?v=fUXdrI9ch_Q&list=PLJtw61qZ4J7vWkGjhJOER4Iyr00tddrmU&index=1 (Good Teamwork and Bad Teamwork)	
Assessment:	Students perform tasks demonstrating cooperation skills from the Team Building Challenges (Raccoon Circles page 6 http://www.teamworkandteamplay.com/resources/new_rc_document_2011_final.pdf) Start with the “The Missing Link” then choose other activities at time allows. Have students pair/share after each activity how they used cooperation to be safe and successful.	
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"> • create different group sizes 	Students may: <ul style="list-style-type: none"> • solve the task many different ways by working together.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • choose different levels of challenges from Raccoon Circles to fit the needs of different groups of students. 	The students may: <ul style="list-style-type: none"> • choose different levels of challenges from Raccoon Circles to fit the needs of different groups of students.
Critical Content:	<ul style="list-style-type: none"> • self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. • safety rules • positive communication • Participation without distracting peers 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Application of self and instructor feedback to improve performance and physical movement.
Key Skills:	<ul style="list-style-type: none"> • Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Follow safety rules • Use positive communication • Participate without distracting peers • Apply self and instructor feedback to improve performance and physical movement. • Follow safety and behavior expectations
Critical Language:	Self-Assessment, Problem solving, Decision making, Performance, Connections, Rules, Responsibility, Respect, Application, Safety, Participation, Cooperation, Encouragement, Communication, Physical Movement, Analysis, Application

Learning Experience # 5

The teacher may pose the question, “Why is it important to control your body while using various locomotor movements?” so students can understand the consequences of not demonstrating body awareness.

Generalization Connection(s):	Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	http://phsyedreview.weebly.com/uploads/1/3/0/8/13083192/locomotor_signs.pdf (locomotor movement posters)	
Student Resources:	http://phsyedreview.weebly.com/uploads/1/3/0/8/13083192/locomotor_signs.pdf (locomotor movement posters)	
Assessment:	Students will create two scenarios they can act out demonstrating control and out of control body movements (teacher can set safety parameters) using a variety of locomotor movements. They will perform the scenarios in front of the class and explain why one scenario is safe and one scenario isn't safe and the positive and negative consequences of both.	
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"> • choose the types and levels of locomotor skills the students will demonstrate. 	Students may: <ul style="list-style-type: none"> • work with a partner to create safe and unsafe scenarios. • share their thinking verbally with the teacher. • video the scenarios.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • ask certain students to perform. 	N/A
Critical Content:	<ul style="list-style-type: none"> • positive communication 	

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	<ul style="list-style-type: none"> • Participation without distracting peers • Application of self and instructor feedback to improve performance and physical movement. • safety and behavior expectations
Key Skills:	<ul style="list-style-type: none"> • Use positive communication • Participate without distracting peers • Apply self and instructor feedback to improve performance and physical movement. • Follow safety and behavior expectations
Critical Language:	Body Awareness, Problem solving, Decision Making, Performance, Connections, Rules, Responsibility, Respect, Application, Safety, Participation, Cooperation, Communication, Physical Movement, Analysis, Application

Learning Experience # 6

The teacher may play music with various rhythms so students can recognize different rhythmic patterns.

Generalization Connection(s):	Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=m3WtyqJzLAI&list=RDQMjxgxsJIUGQQ (Samba Music) https://www.youtube.com/watch?v=03wA_pMA3SQ (Reggae Music) https://www.youtube.com/watch?v=xSvS8RD0Js (Mambo Music) https://www.youtube.com/watch?v=FaxTRX9oAV4 (Waltz Music) https://www.youtube.com/watch?v=8B7xr_EjbzE&index=4&list=PLgAMlyhJUAL2uqUyK9Ia8Ze8e_cEhfr3S (Jitterbug Music) https://www.youtube.com/watch?v=mHANNkKBSNU&list=RDQMD8vr5u0vJDE&index=4 (Swing Dance Music)	
Student Resources:	http://physedreview.weebly.com/uploads/1/3/0/8/13083192/locomotor_signs.pdf (Locomotor movement posters)	
Assessment:	Students will move around general space using locomotor movements of the teacher’s choosing demonstrating the rhythm of multiple types of music. When the music stops, the teacher may call out the number of body parts students may balance on (e.g. The teacher calls out “3”. A student may choose to balance on one knee, and two hands.)	
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"> • select the types of tempos and rhythms • choose what types of locomotor movements the students will use to the different rhythms 	Students may: <ul style="list-style-type: none"> • move using different locomotor movements to show the different tempos and rhythms
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. • Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> • Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. 	
Critical Language:	Rhythm, Safety, Tempo, Locomotor Movements, General Space	

Learning Experience # 7		
The teacher may show a jumping rope competition so students can build connections between rhythm and movements.		
Generalization Connection(s):	Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=fYBj91nKfQ&list=PLxpYdmGkIQnOsYwWF3BEJRCm7l_usoP4c&index=2 (Mad Hops Jump Rope Team performing at the Denver Nuggets and CU Halftime Shows) http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_468961.pdf (Jump Rope Skill Cards from the American Heart Association) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WPADjtLyvIV (Jump Rope Skills from the American Heart Association)	
Student Resources:	https://www.youtube.com/watch?v=OxZDfLtnTvc (Students performing a jump rope routine) http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_468961.pdf (Jump Rope Skill Cards from the American Heart Association) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WPADjtLyvIV (Jump Rope Skills from the American Heart Association)	
Assessment:	Students will create a jump rope routine using 3-5 jump rope skills and and stay on the rhythm of the music of the teachers choosing. Routines should have starting position and an ending position. Routines should be at least 30 seconds and no more than a minute.	
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"> • select the jumping skills to be assessed for individual students. 	Students may: <ul style="list-style-type: none"> • perform teacher selected jumping skills.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	N/A	Students may: <ul style="list-style-type: none"> perform a combination of multiple jumping skills. extend the time of their jump rope routine.
Critical Content:	<ul style="list-style-type: none"> Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. 	
Critical Language:	Rhythm, Routine, Safety rules, Transitions, General Space	

Learning Experience # 8		
The teacher may display pictures or videos of static movement (e.g. acrobatics in poses) and dynamic movement (e.g. young children learning to walk, ride a bike) so students can comprehend the importance of static and dynamic balances.		
Generalization Connection(s):	Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=388Q44ReOWE (Move and Freeze)	
Student Resources:	https://www.youtube.com/watch?v=388Q44ReOWE (Move and Freeze)	
Assessment:	The students will play a form of freeze dance taking turns being leaders. When the music is playing, the students will follow the leader in demonstrating various dynamic balances. When the music stops, the students will demonstrate a static balance of their choice.	
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"> select the static and dynamic skills to be assessed for individual students. 	Students may: <ul style="list-style-type: none"> perform teacher selected static and dynamic movement skills.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> perform a multiple static and dynamic movement skills.
Critical Content:	<ul style="list-style-type: none"> Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	

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Key Skills:	<ul style="list-style-type: none"> • Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.
Critical Language:	Body Awareness, Static, Dynamic, Safety, Transitions

Learning Experience # 9		
The teacher may show an opening circus parade so students can begin to develop a sequence of locomotor movements for their performance.		
Generalization Connection(s):	Manipulation, sequence, patterns and body awareness leads to mature motor skills. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=IDq4DuHF00g (Ringling Brothers and Barnum & Bailey Circus: Legends (opening parade)) https://www.youtube.com/watch?v=WCOY9ug_NAs (Disney Circus Parade)	
Student Resources:	https://www.youtube.com/watch?v=IDq4DuHF00g (Ringling Brothers and Barnum & Bailey Circus: Legends (opening parade)) https://www.youtube.com/watch?v=WCOY9ug_NAs (Disney Circus Parade)	
Assessment:	Students will be divided into performance groups. They will come up with a routine using 3-5 locomotor movements that will take them one lap around the gym.	
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"> • select the different parade and circus skills to be performed during the parade 	Students may: <ul style="list-style-type: none"> • choose the circus parade skill they want to perform.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> • perform more than one circus parade skill.
Critical Content:	<ul style="list-style-type: none"> • Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. • Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> • Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. 	
Critical Language:	Routine, Safety Rules, Transitions	

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Learning Experience # 10		
The teacher may show an acrobatic act so students can begin to develop a pattern of rolls and balances for their performance.		
Generalization Connection(s):	Manipulation, sequence, patterns and body awareness leads to mature motor skills. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=Q5L4MT8LdOQ (Ukraine 2010 Olympics Acrobatic routine) https://www.youtube.com/watch?v=6d1u7QWwdcw (America’s Got Talent: Cirque du soleil) http://www.teachingcave.com/pe/ks1/gymnastics/rolls/ (Teacher Cave: Gymnastics Rolls) https://www.luminpdf.com/viewer/vERtPniMv356JvWuA/share?sk=19dc5287-0ae4-43a9-82a4-449bb5ffe37d (The PE Specialist Free Download Single Balances Poster)	
Student Resources:	https://www.youtube.com/watch?v=Q5L4MT8LdOQ (Ukraine 2010 Olympics Acrobatic routine) https://www.youtube.com/watch?v=6d1u7QWwdcw (America’s Got Talent: Cirque du soleil)	
Assessment:	Students will be in their same performance groups. They will develop a 30 second routine using at least 2 rolls, 1 static, and 1 dynamic balance. http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Rubric for routine)	
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"> select the acrobatic skills to be assessed for individual students. 	Students may: <ul style="list-style-type: none"> perform teacher selected acrobatic skills. video their performance. use a spotter if needed.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> perform more skills than required
Critical Content:	<ul style="list-style-type: none"> Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. 	
Critical Language:	Routine, Safety rules, Transitions, Locomotor skills, Non-locomotor skills, Body rolls, Stationary balance	

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Learning Experience # 11		
The teacher may show a juggling act so students can begin to develop skills necessary for juggling during their performance.		
Generalization Connection(s):	Manipulation, sequence, patterns and body awareness leads to mature motor skills. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2)	
Teacher Resources:	https://www.youtube.com/watch?v=ve2FKNctOBg (video of how to juggle 2 scarves) https://www.youtube.com/watch?v=uWiZ4fNqu5c (video of how to juggle 3 scarves) https://www.youtube.com/watch?v=13h_3of8fl (Video of Timo Wopp juggling)	
Student Resources:	https://www.youtube.com/watch?v=ve2FKNctOBg (video of how to juggle 2 scarves) https://www.youtube.com/watch?v=uWiZ4fNqu5c (video of how to juggle 3 scarves)	
Assessment:	Students will be in their same performance groups. They will develop a 30 second juggling routine.	
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"> select the juggling skills to be assessed for individual students. 	Students may: <ul style="list-style-type: none"> perform teacher selected juggling skills and manipulatives.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> perform a combination of juggling multiple manipulatives.
Critical Content:	<ul style="list-style-type: none"> Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. 	
Critical Language:	Routine, Safety rules, Transitions	