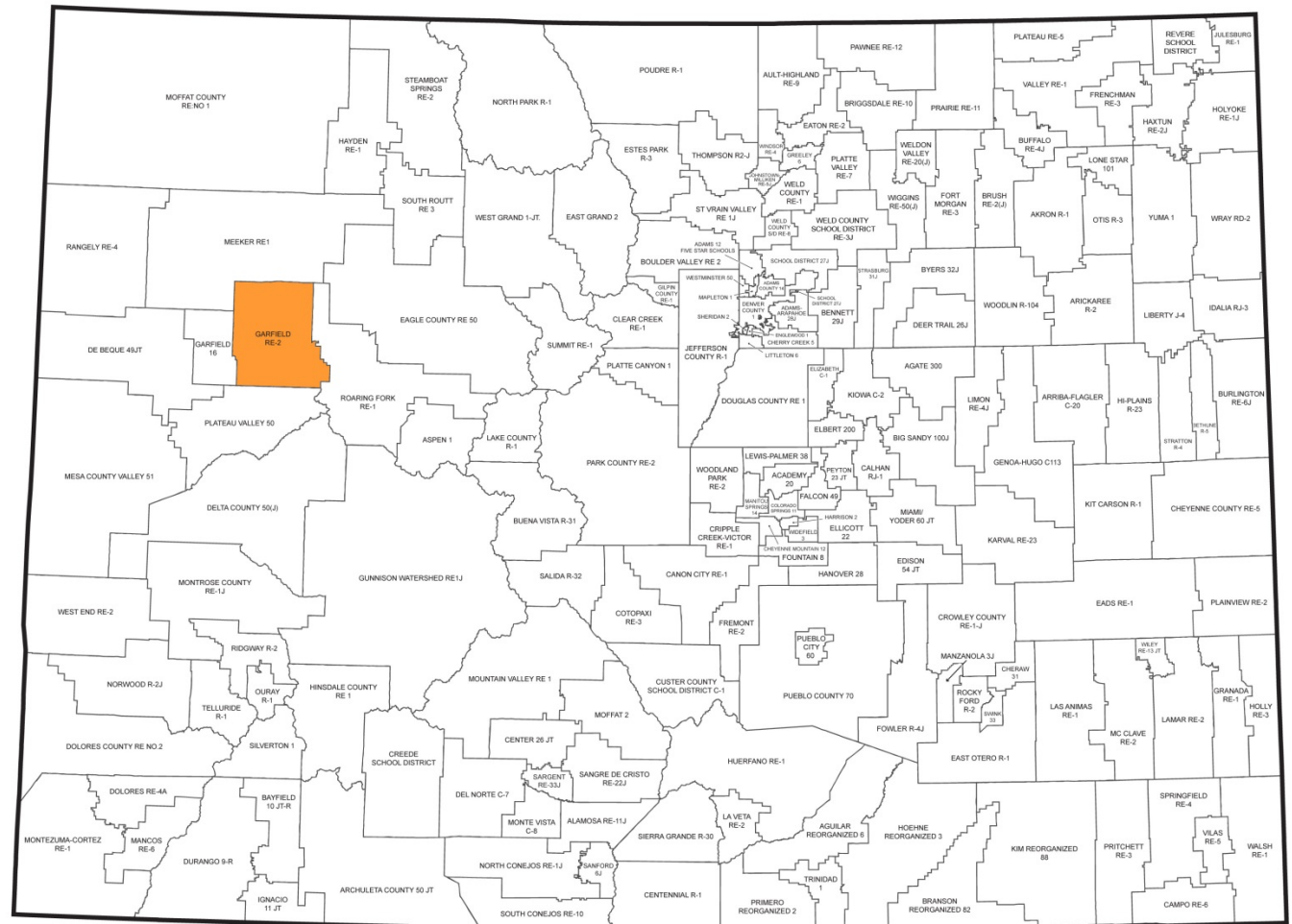


# Unit Title: Character Counts!



## INSTRUCTIONAL UNIT AUTHORS

Garfield RE-2 School District

Stacey Ellibee

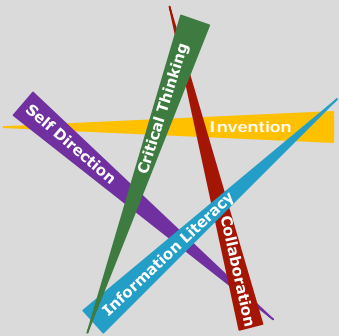
Jessica Wilson

*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.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health/Physical Education	<b>Grade Level</b>	5th Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
3. Emotional and Social Wellness	1. Analyze internal and external factors that influence mental and emotional health	CH09-GR.5-S.3-GLE.1	
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	PE09-GR.5-S.2-GLE.1	
	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 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

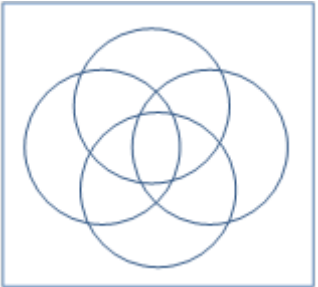
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Integrated Curriculum Design:** This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.



<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Character Counts	4-6 weeks	Teacher Discretion

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Character Counts		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Influences/Personal Behaviors	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.5-S.3-GLE.1 PE09-GR.5-S.2-GLE.1 PE09-GR.5-S.2-GLE.3 PE09-GR.5-S.3-GLE.1	PE09-GR.5-S.3-GLE.2 PE09-GR.5-S.3-GLE.3 PE09-GR.5-S.4-GLE.1
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are the influences that affect your emotions? (CH09-GR.5-S.3-GLE.1)</li> <li>• How can stress be both positive and negative? (CH09-GR.5-S.3-GLE.1)</li> <li>• How can we demonstrate appreciation and value for differences? (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Emotional and Social Wellness Prevention and Risk Management in Health Emotional and Social Wellness in Physical Education Physical and Personal Wellness in Physical Education			
<b>Concepts</b>	Influences, Media, Emotions, Feelings, Society, Health, Control, Cooperation, Acknowledgment, Demonstration, Contribution, Identification			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Families and society may directly impact a person’s understanding and care for their mental and emotional health by encouraging their active involvement in group activities, hobbies and recreation. (CH09-GR.5-S.3-GLE.1-EO.c) (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2)	In what ways can others affect how you feel? (CH09-GR.5-S.3-GLE.1-EO.c;IQ.1) What are some examples of how cooperation in an activity game or sport can impact how a person feels or responds?	What are some examples of how cooperation in an activity game or sport can impact how person feels or responds?
Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2)	What are some different forms showing encouragement? (PE09-GR.5-S.3- GLE.2-EO.e; IQ.1; RA.1,2; N.1,2)	How does it feel to be excluded from an activity?
Goal setting prepares and enhances self and others to work together for a common purpose (PE09-GR.5-S.3-GLE.1-EO.b; IQ.1,4,5; RA.2; N.1)	What are examples of goals and how so you go about determining it is a needed goal? (PE09-GR.5-S.3-GLE.1-EO.b; IQ.1,4,5; RA.2; N.1)	Why is goal setting important to improving performance?
Media often portray appropriate and inappropriate forms of emotional response and expression (CH09-GR.5-S.3-GLE.1-EO.a)	What are some examples of both appropriate and inappropriate media portrayals of feelings and emotions? (CH09-GR.5-S.3-GLE.1-EO.b;IQ.3)	How do the media affect your own emotions?

**Colorado Teacher-Authored Sample Instructional Unit**

Hobbies, social interactions, artistic endeavors, and other creative activities often provide healthy outlets for lessening or responding to stress (CH09-GR.5-S.3-GLE.1-RA.2)	How can positive or negative stress affect your emotions? (CH09-GR.5-S.3-GLE.1- RA.2)	How do you relieve stress?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Influences of society, families and peers on emotions and feelings</li> <li>differences in other’s abilities (CH09-GR.5-S.3- GLE.1-EO.a,c)</li> <li>Responsibility when winning and losing (PE09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>Peer pressure and problem solving in a positive way (PE09-GR.5- S.3-GLE.1-EO.a) (PE09-GR.5-S.3-GLE.2-EO.b,e)</li> <li>Safety rules for an activity (PE09-GR.5-S.4-GLE.1-EO.a)</li> <li>The importance of physical activity (PE09-GR.5-S.2-GLE.3-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>Identify influences in a person’s life (CH09-GR.5-S.3- GLE.1-EO.a,c)</li> <li>Acknowledge and accommodate differences in others abilities</li> <li>Show responsibility when winning and losing (PE09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>Respond to peer pressure and problem solve in a positive way (PE09-GR.5-S.3- GLE.1- EO.a) (PE09-GR.5-S.3-GLE.2-EO.b,e)</li> <li>Explain safety rules for an activity (PE09-GR.5-S.4-GLE.1-EO.a)</li> <li>Understand the importance of physical activity (PE09-GR.5-S.2-GLE.3-EO.a)</li> </ul>

<b>Critical Language:</b> 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>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I can identify and explain my emotions and feelings and the effects society has on them. Positive behaviors will help support and promote physical activity for all students in a variety of settings.</i>
<b>Academic Vocabulary:</b>	Influences, Emotions, Feelings, Society, Health, Control, Safety, Cooperation, Problem-Solving, Conflict Resolution, Peer Pressure
<b>Technical Vocabulary:</b>	Stress, Media, Sportsmanship

**Colorado Teacher-Authored Sample Instructional Unit**

<b>GREEN</b>	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
<b>BLUE</b>	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
<b>PINK</b>	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
<b>YELLOW</b>	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Unit Description:</b>	This unit allows students to develop critical thinking and reasoning skills in order to understand and apply the benefits of healthy habits as they pertain to exercise, group activities, hobbies, sportsmanship/character and goal setting. Students will assess the cause and effect relationship of external influences on sportsmanship, choices in social interactions, participation in physical activities/groups/hobbies and goals/achievement. The unit culminates with students applying their knowledge of sportsmanship and positive social interactions to develop a “public service” reminder poster to students of the desired actions/reactions during activities to be displayed throughout the school.
<b>Unit Generalizations</b>	
<b>Key Generalization (s):</b>	Families and society may directly impact a person’s understanding and care for their mental and emotional health by encouraging their active involvement in group activities, hobbies and recreation.
<b>Supporting Generalizations:</b>	<ul style="list-style-type: none"> <li>• Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games and sports.</li> <li>• Hobbies, social interactions, artistic endeavors, and other creative activities often provide healthy outlets for lessening or responding to stress</li> <li>• Goal setting prepares and enhances self and others to work together for a common purpose.</li> <li>• Media often portray appropriate and inappropriate forms of emotional response and expression</li> </ul>
<b>Considerations:</b>	<p>As fellow teachers, we understand that positive actions and reactions during group/team activities can be challenging for students to apply and maintain especially in unstructured time without referees, coaches, etc. With that said, please consider the following:</p> <ul style="list-style-type: none"> <li>• District requirements</li> <li>• Economic status of families</li> <li>• Equipment resources</li> <li>• Administrative support</li> <li>• Cultural considerations</li> <li>• Class size</li> </ul> <p>This unit was written to address the grade level outcomes. Additional considerations may include:</p> <ul style="list-style-type: none"> <li>• Time spent with students (e.g. length of class, number of days a week)</li> <li>• Part time teacher vs. full time teacher</li> <li>• Available space</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

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

**Integration Continuum Color:** Blue **Green** Pink Yellow

<p><b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p>Families and society may directly impact a person’s understanding and care for their mental and emotional health by encouraging their active involvement in group activities, hobbies and recreation.</p>
<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>Along the lines of the TV series “Undercover Boss” students will be undercover scouts looking for players to be on their all-star team that demonstrate sportsmanship and character. These scouts will integrate secret role play into game situations so the class can practice handling winning/losing appropriately, sportsmanship/character and motivation to play situations. The class will debrief after the role plays critiquing the outcomes and brainstorming solutions. Connections will be made to influences such as family, friends, media and society in the area of good sportsmanship, motivation to be involved/play, and positive playing environment.</p>
<p><b>Product/Evidence:</b></p>	<p>Students will participate in various competitive games and activities. Prior to these games and activities, the teacher will secretly hand out role cards to certain students to be played out during the activity. Reaction to the situation by the teammates/class will be unscripted, discussed and evaluated. Students will use the “Brain Wall” to list “Poor Sportsmanship” and “Good Sportsmanship” After the brain wall is complete the teacher will create a poster/board of ideas to be displayed throughout the year as a reminder for students. <a href="https://s-media-cache-ak0.pinimg.com/236x/87/72/7a/87727ae88a9f4281375997a57bd4efb3.jpg">https://s-media-cache-ak0.pinimg.com/236x/87/72/7a/87727ae88a9f4281375997a57bd4efb3.jpg</a> (Graphic Organizer idea for Brain Wall)</p>
<p><b>Differentiation:,,</b> (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> <li>● Write a role play for the undercover scouts to act out</li> <li>● Write an appropriate reaction to the role play</li> </ul>

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

Informational/Non-Fiction	Fiction
<p><i>Inspiring Stories of Sportsmanship (Count on Me: Sports)</i> by Brad Herzog :Lexile range 300-900</p> <p><i>Doing and Being Your Best the Boundaries and Expectations Assets (Adding Assets for Kids)</i> by Pamela Espeland: Lexile range 300-900</p> <p><i>The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy</i> by Jon Gordon (Author), Ken Blanchard (Foreword): Lexile range 700-1000</p> <p><i>Changing the Game: The Parent's Guide to Raising Happy, High Performing Athletes, and Giving Youth Sports Back to our Kids</i> by John O'Sullivan (Adult)</p> <p><i>Raising a Team Player: Teaching Kids Lasting Values on the Field, on the Court and on the Bench</i> by Dany Peary, Harry Sheehy, Joe Torre: Lexile range 700-1000</p> <p><i>Goal Setting For Kids - Girl Power Rules - Inspiration and Motivation for Tweens (Girl Mogul Adventures Book 2)</i> by Andrea Stein: 700 - 900</p> <p><i>SMART Goals: Goal Setting for Kids and Teens: How to Set Goals Easily (SMART Goals Made Easy)</i> by Arnie Lightning: 700 - 900</p>	<p><i>Howard B. Wigglebottom Learns about Sportsmanship:Winning Isn't Everything</i> by Howard Binkow and Susan F. Cornelison: Lexile 540</p> <p><i>Shoot-Out (Comeback Kids)</i> by Lupica: Lexile 0920</p> <p><i>How Full Is Your Bucket? For Kids</i> by Tom Rath, Mary Reckmeyer: Lexile 560</p> <p><i>Goal-Right Now</i> by Dee Phillips: Lexile 200</p> <p><i>My Mom Thinks She's My Volleyball Coach, But She's Not!</i> by Julia Cook: 600 - 800</p>

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<p><i>The Good Sport: What Matters Most In Sports</i> by Butch Patrick: 600 – 800</p> <p><i>The Ultimate Guide to Goal Setting for Kids: Help Your Kids Achieve Their Dreams (Goal Setting for kids, Goal setting success, goal setting guide)</i> by Jerrin Palathinkal: 700 - 980</p>	
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<b>Ongoing Discipline-Specific Learning Experiences</b>			
Description:	Think/work like undercover scouts to determine how the media often portrays appropriate and inappropriate forms of emotional response and expression.	Teacher Resources:	<a href="http://www.babble.com/babble-voices/how-to-be-a-good-sport-7-lessons-from-disneymovies/">http://www.babble.com/babble-voices/how-to-be-a-good-sport-7-lessons-from-disneymovies/</a> (7 Lessons from Disney movies on how to be a good sport) <a href="https://www.pinterest.com/pin/81979655694057060/">https://www.pinterest.com/pin/81979655694057060/</a> Bulletin board idea: <a href="http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/">http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/</a> (Videos of kids being good sports)
		Student Resources:	<a href="http://www.babble.com/babble-voices/how-to-be-a-good-sport-7-lessons-from-disney-movies/">http://www.babble.com/babble-voices/how-to-be-a-good-sport-7-lessons-from-disney-movies/</a> (7 Lessons from Disney movies on how to be a good sport)
Skills:	Show responsibility when winning and losing.	Assessment:	<a href="https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (Students will write down traits that they see as they are viewing video segments and share what they like and don't like about each one. T-chart)
Description:	Think/work like undercover scouts to demonstrate acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports.	Teacher Resources:	<a href="http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/">http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/</a> (Video of athletes showing sportsmanship)
		Student Resources:	<a href="http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/">http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/</a> (Video of athletes showing sportsmanship)
Skills:	Acknowledge and accommodate differences in others abilities. Respond to peer pressure and problem solve in a positive way.	Assessment:	Students will participate in competitive activities that include both winning and losing, and demonstrate appropriate behavior for both situations. Ticket out the door. Students will describe things that they thought went well during the day's activities, and what things they think their team needs to work on if they were to do the same activity again.
Description:	Think/work like undercover scouts to Hobbies, social interactions, artistic endeavors, and other creative activities often provide healthy outlets for lessening or responding to stress.	Teacher Resources:	<a href="http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/">http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/</a> (Importance of Physical Activity website)
		Student Resources:	
Skills:	Understand the importance of physical activity.	Assessment:	<a href="https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a> (Complete Organizer with Why Physical Activity is Important in the middle)

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Description:	Think/work like undercover scouts to Goal setting prepares and enhances self and others to work together for a common purpose.	Teacher Resources:	<a href="https://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf">https://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf</a> (Goal setting graphic) <a href="http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png">http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png</a> (SMART Goal) <a href="http://www.toogoodprograms.org/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/a/4/a4840_grade_8_goal_setting_poster_image.jpg">http://www.toogoodprograms.org/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/a/4/a4840_grade_8_goal_setting_poster_image.jpg</a> (SMART Goal)
		Student Resources:	<a href="http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png">http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png</a> (SMART Goal)
Skills:	Explain safety rules for an activity.	Assessment:	<a href="https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg">https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg</a> (Goals worksheet)

**Prior Knowledge and Experiences**

The learning experiences build on a presumed student working knowledge of positive choices associated with working in groups/teams and winning/losing situations. This unit will continue to allow students to develop understandings of good sportsmanship/choices during competitive situations, influence/peer pressure on choices and goal setting. However not all fifth graders have experienced the same socioeconomic background that is conducive to playing on teams outside of school, positive social interactions/influences and access to physical activity outside of the home.

<b>Learning Experience # 1</b>		
<p>The teacher may introduce appropriate and inappropriate responses to winning and losing, utilizing video of various athletes in both situations, so students can critique the behavior and consider better choices connecting the behavior to the individual, the team, the coach, etc. (e.g. poor sportsmanship does not just reflect on you but on your team, coach, parents, etc.; outburst toward teammates affects how they perform after putting undo stress on them.)</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center"><small>Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</small></p>		
<b>Generalization Connection(s):</b>	Media often portray appropriate and inappropriate forms of emotional response and expression.	
<b>Teacher Resources:</b>	<a href="https://www.pinterest.com/pin/AQPD_oDqOoHL8x5wtBgJ0FYOmwy4qaiZ7QmdC6npYwtO3U3AKXnMvxM/">https://www.pinterest.com/pin/AQPD_oDqOoHL8x5wtBgJ0FYOmwy4qaiZ7QmdC6npYwtO3U3AKXnMvxM/</a> Sportsmanship scenario: <a href="http://espn.go.com/ncaa/columns/story?columnist=hays_graham&amp;id=3372631">http://espn.go.com/ncaa/columns/story?columnist=hays_graham&amp;id=3372631</a> (Chart of how to change attitude) <a href="http://www.tsmplug.com/tennis/video-jack-sock-wins-hearts-with-amazing-sportsmanship-moment/">http://www.tsmplug.com/tennis/video-jack-sock-wins-hearts-with-amazing-sportsmanship-moment/</a> (Tennis sportsmanship scenario) <a href="http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/">http://globalsportsdevelopment.org/good-sportsmanship-caught-camera/</a> (Video of different athletes showing sportsmanship with athletes with a disability)	
<b>Student Resources:</b>	<a href="https://www.pinterest.com/pin/AQPD_oDqOoHL8x5wtBgJ0FYOmwy4qaiZ7QmdC6npYwtO3U3AKXnMvxM/">https://www.pinterest.com/pin/AQPD_oDqOoHL8x5wtBgJ0FYOmwy4qaiZ7QmdC6npYwtO3U3AKXnMvxM/</a> (Chart of ideas how to change attitude)	
<b>Assessment:</b>	Students will chart the traits that they see as they are viewing video segments of athletes in competition and share what they like and don't like about each one. <a href="https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	The student may: <ul style="list-style-type: none"> <li>• Work in groups</li> </ul>



**Colorado Teacher-Authored Sample Instructional Unit**

students to express understanding.)		<ul style="list-style-type: none"> <li>Verbally share traits that they notice</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	The student may: <ul style="list-style-type: none"> <li>Provide videos or clippings that they find as examples</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Responsibility when winning and losing</li> <li>Influences of society, families and peers on emotions and feelings</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Show responsibility when winning and losing</li> <li>Identify influences in a person's life</li> </ul>	
<b>Critical Language:</b>	Influences, Emotions, Feelings, Society, Control, Cooperation, Problem-Solving, Conflict Resolution, Peer Pressure, Stress, Media, Sportsmanship	

**Learning Experience # 2**

The teacher may introduce winning and losing scenarios so students can brainstorm what winning and losing feels like, sounds like and looks like.

Integration Continuum Color: GREEN BLUE **PINK** YELLOW

Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven

<b>Generalization Connection(s):</b>	Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports.	
<b>Teacher Resources:</b>	<a href="https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg">https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg</a> (Sportsmanship checklist could be ticket out the door) <a href="https://www.pinterest.com/pin/81979655694836803/">https://www.pinterest.com/pin/81979655694836803/</a> (Sportsmanship conversation starters) <a href="https://www.bjcschooloutreach.org/Portals/0/Printables/Documents/2014-10-14-12_Ways_to_Pick_Teams_for_Children.pdf">https://www.bjcschooloutreach.org/Portals/0/Printables/Documents/2014-10-14-12_Ways_to_Pick_Teams_for_Children.pdf</a> (Chart for looks like, sounds like, feels like Picking Teams) <a href="https://drive.google.com/a/garfieldre2.net/file/d/0ByVgbR1ZgMFkZ2QwRDczUG1GQUU/view">https://drive.google.com/a/garfieldre2.net/file/d/0ByVgbR1ZgMFkZ2QwRDczUG1GQUU/view</a> (looks like, feels like, sounds like chart)	
<b>Student Resources:</b>	<a href="https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg">https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg</a> (Sportsmanship checklist) <a href="https://www.bjcschooloutreach.org/Portals/0/Printables/Documents/2014-10-14-12_Ways_to_Pick_Teams_for_Children.pdf">https://www.bjcschooloutreach.org/Portals/0/Printables/Documents/2014-10-14-12_Ways_to_Pick_Teams_for_Children.pdf</a> (Picking Teams)	
<b>Assessment:</b>	Students will complete a ticket out the door and list one thing they thought went well during the day's activities, and one thing they think their team needs to work on if they were to do the same activity again. <a href="https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg">https://s-media-cache-ak0.pinimg.com/236x/97/7e/ec/977eec9bc54048613a1019021305decf.jpg</a> (Checklist)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: N/A	Student may: <ul style="list-style-type: none"> <li>Verbally tell what things their team needs to work on</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: N/A	Student may: <ul style="list-style-type: none"> <li>• Make situational connections to activities in their life and summarize the reaction to winning and losing</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Responsibility when winning and losing</li> <li>• Peer pressure and problem solving in a positive way</li> <li>• Influences of society, families and peers on emotions and feelings</li> <li>• Differences in other's abilities</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Acknowledge and accommodate differences in others abilities</li> <li>• Respond to peer pressure and problem solve in a positive way.</li> <li>• Identify influences in a person's life</li> </ul>	
<b>Critical Language:</b>	Influences, Emotions, Feelings, Society, Control, Cooperation, Problem-Solving, Conflict Resolution, Peer Pressure, Stress, Media, Sportsmanship	

<b>Learning Experience # 3</b>	
<b>Task Description:</b> <i>The teacher may... so that students can...</i>	<p>The teacher may discuss the importance of staying physically active so students can explore how their own physical activity impacts them physically, emotionally and socially. (e.g. sleep better, improves mood, make friends, maintain healthy body)</p> <p align="center"><b>Integration Continuum Color:</b> GREEN BLUE <b>PINK</b> YELLOW</p> <p align="center"><small>Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</small></p>
<b>Generalization Connection(s):</b>	Hobbies, social interactions, artistic endeavors, and other creative activities often provide healthy outlets for lessening or responding to stress.
<b>Teacher Resources:</b>	<a href="http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/">http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/</a> (Importance of Physical Activity website)
<b>Student Resources:</b>	<a href="http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/">http://www.sparkpe.org/blog/healthy-body-healthy-mind-the-benefits-of-physical-activity-in-school/</a> (Importance of Physical Activity website)

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<b>Assessment:</b>	Students will participate in various physical activities, and then complete the organizer with “Why Physical Activity is Important” in the middle: <a href="https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: N/A	Student may: <ul style="list-style-type: none"> <li>• Work in groups to complete organizer</li> <li>• Verbalize why participation is important</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: N/A	Student may: N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The importance of physical activity</li> <li>• Influences of society, families and peers on emotions and feelings</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Understand the importance of physical activity</li> <li>• Identify influences in a person’s life</li> </ul>	
<b>Critical Language:</b>	Influences, Emotions, Feelings, Society, Health, Control, Safety, Cooperation, Problem-Solving, Conflict Resolution, Peer Pressure Stress, Media, Sportsmanship	

<b>Learning Experience # 4</b>	
Task Description: <i>The teacher may... so that students can...</i>	<p>The teacher may display students’ goals in the classroom so the students can connect the need and importance of goal setting in their everyday life.</p> <p align="center"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="center"><small>Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</small></p>
<b>Generalization Connection(s):</b>	Goal setting prepares and enhances self and others to work together for a common purpose.
<b>Teacher Resources:</b>	<a href="https://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf">https://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf</a> (Goal setting graphic) <a href="http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png">http://www.timvandevall.com/wp-content/uploads/smart-goals-template.png</a> (SMART Goal) <a href="https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg">https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg</a> (Goal sheet w/steps to achieve for locker)
<b>Student Resources:</b>	<a href="https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg">https://s-media-cache-ak0.pinimg.com/236x/6a/0a/e2/6a0ae253555198dad570d8f5204c0b16.jpg</a> (Goal sheet w/steps to achieve for locker) <a href="https://app.activateinstruction.org/resource/file/id/524df3fc13131c5801c702a9/file_id/5254a46713131cc5702336a0">https://app.activateinstruction.org/resource/file/id/524df3fc13131c5801c702a9/file_id/5254a46713131cc5702336a0</a> (goal setting process)
<b>Assessment:</b>	Students construct their own goals on the SMART goals sheet then create a goal sheet with steps to achieve said goals for their lockers so they can keep their goals in view on a daily basis. Students will set one academic goal, one physical goal and one personal goal.

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> <li>• Translate worksheets into needed languages</li> </ul>	Student may: <ul style="list-style-type: none"> <li>• Work in groups or with partner</li> <li>• Verbalize and someone scribe</li> <li>• Use pictures instead of words for goals</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may: N/A	Student may: <ul style="list-style-type: none"> <li>• Create goals for/with their family</li> <li>• Create group goals with friends</li> <li>• Create team goals with teammates/coach</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Safety rules for an activity</li> <li>• Influences of society, families and peers on emotions and feelings</li> <li>• Importance of physical activity</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Explain safety rules for an activity.</li> <li>• Understand the importance of physical activity.</li> <li>• Identify influences in a person's life</li> </ul>	
<b>Critical Language:</b>	Influences, Emotions, Feelings, Society, Health, Control, Safety, Cooperation, Problem-Solving, Conflict Resolution, Peer Pressure	