

Unit Title: Analysis of Performance

INSTRUCTIONAL UNIT AUTHORS

Center Consolidated School District

Andrew Hawkins
Joe Martinez
Annie Rice
Tim Sanchez

Del Norte Consolidated School District

Clint Mondragon

Monte Vista School District

John Naranjo

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Poudre School District

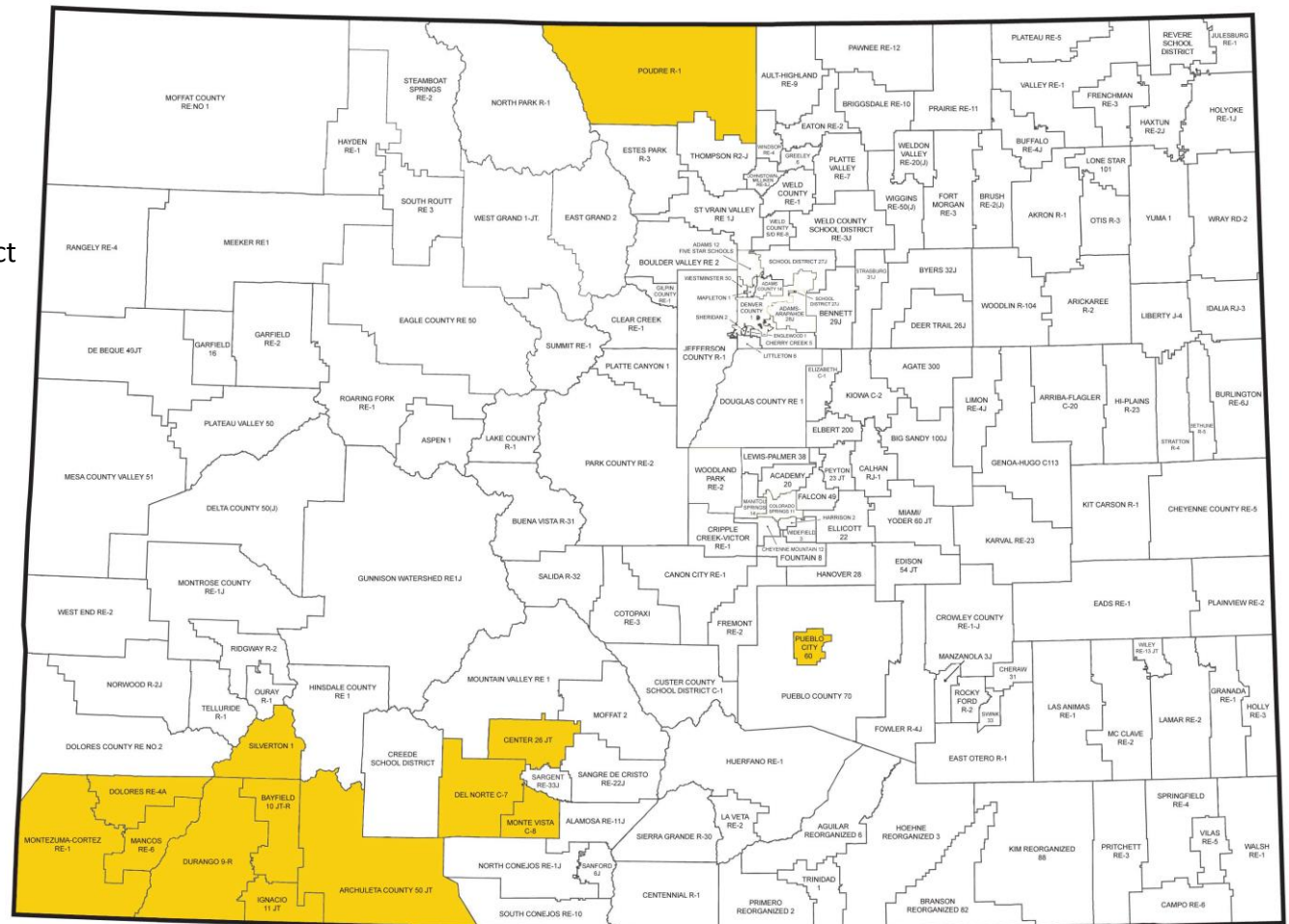
Jo Dixon

Pueblo City Schools 60

Andrew Cura

San Juan BOCES

Cindy Erickson

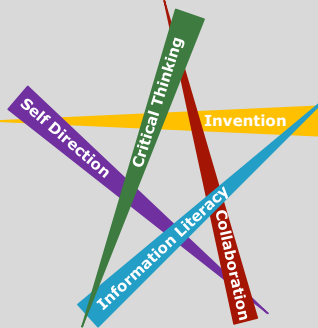
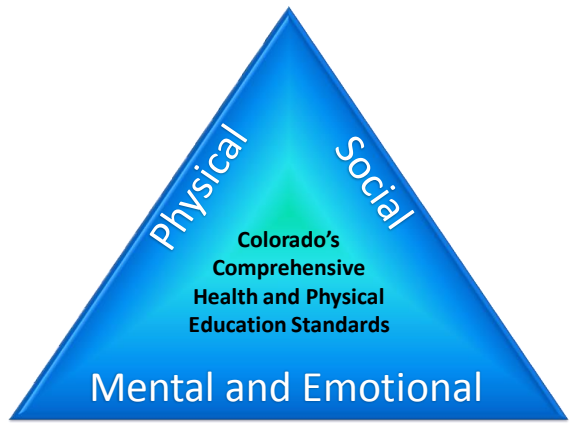


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Physical Education	Grade Level	7 th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement Competence and Understanding	1. Combine the critical elements of movement and skills concepts	PE09-GR.7-S.1-GLE.1
2. Physical and Personal Wellness	Expectations for this standard are integrated into the other standards at this grade level.	
3. Emotional and Social Wellness	1. Develop strategies to communicate ideas and feelings	PE09-GR.7-S.3-GLE.1
	2. Demonstrate inclusiveness in and out of classroom settings	PE09-GR.7-S.3-GLE.2
4. Prevention and Risk Management	1. Implement safety procedures in the utilization of space and equipment	PE09-GR.7-S.4-GLE.1

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Analysis of Performance	6 weeks	3

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Unit Title	Analysis of Performance		Length of Unit	6 weeks
Focusing Lens(es)	Assessment	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.1-GLE.1 PE09-GR.7-S.3-GLE.2 PE09-GR.7-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> When would it be most effective to learn a skill in parts? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) How does increasing the number of players in a game affect the outcome? (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1) 			
Unit Strands	Movement Competence and Understanding in Physical Education Emotional and Social Wellness Prevention and Risk Management			
Concepts	Decision Making, Acceptance, Reflection, Object Control, Safety, Application			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Object control depends on safely applying knowledge of skills and reflection on performance. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	How do you know when you have object control?	Why is object control necessary?
Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs. (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1)	What could you do to modify a game so all can participate?	Why is it important to include all participants skill levels?
Knowledge of fundamental movement skills facilitates the analysis and application of mature movement. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	What information do you need to break down a skill?	Why is it important to understand part to whole.

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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"> • Respect for peers (PE09-GR.7-S.3-GLE.2-EO.a) • Analysis of movement GR.7-S.1-GLE.1-EO.e) and (PE09-GR.7-S.3-GLE.2-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.f) and (PE09-GR.7-S.1-GLE.1-EO.d) • Analysis of performances (PE09-GR.7-S.1-GLE1-EO.e) • Feedback skills (PE09-GR.7-S.1-GLE1-EO.e) • Directional Movements (PE09-GR.7-S.1-GLE1-EO.a,b) 	<ul style="list-style-type: none"> • Participate and respect peers with varying skill abilities during physical activities (PE09-GR.7-S.3-GLE.2-EO.a) • Use knowledge to modify games, analyze movement and explain key elements in movement (PE09-GR.7-S.1-GLE.1-EO.e) and (PE09-GR.7-S.3-GLE.2-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.f) and (PE09-GR.7-S.1-GLE.1-EO.d) • Observe and analyze self and others' performances of skills to determine ability level (PE09-GR.7-S.1-GLE1-EO.e) • Develop feedback skills (PE09-GR.7-S.1-GLE1-EO.e) • Verbalize directions of movement (PE09-GR.7-S.1-GLE1-EO.b,d)

<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>Students can help each other become better movers by working together to analyze and correct each other's performances.</i></p>
<p>Academic Vocabulary:</p>	<p>Respect, Performance, Patterns</p>
<p>Technical Vocabulary:</p>	<p>Motor Skill Development, Overhand, Sidearm, Underhand Throwing, Catching, Kicking, Punting, Striking, Trapping, Dribbling, Volleying, Movement Patterns, Sequencing, Basic Musculature, Cues, Scenario, Critique, Constructive Analysis</p>

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Unit Description:	This unit cultivates the analysis and evaluation of movement patterns. The focus is on students creating an evaluation tool and drawing conclusions for the tool's effectiveness in order to analyze a sequence of cues describing a movement pattern. Through this process students will gain a higher understanding for the value of assessment and the role it plays in providing feedback. This unit culminates with students working within a group to create a protocol for evaluation of movement patterns.
Considerations:	As authors of this unit we understand that the following things will need to be considered: <ul style="list-style-type: none"> • Not all students will understand how to provide and/or receive constructive feedback • A script could be used in place of video • Space and equipment availability • Number of students
Unit Generalizations	
Key Generalization (s):	Knowledge of fundamental movement skills facilitates the analysis and application of mature movement
Supporting Generalizations:	Object control depends on safely applying knowledge of skills and reflection on performance Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Knowledge of fundamental movement skills facilitates the analysis and application of mature movement.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a physically educated student, you will work with a peer group to develop an activity station to teach and perform a skill for the purpose of self-evaluation and peer analysis. Your group will decide on a skill to be performed (e.g. squats, jump rope, overhand throw at a target) and develop an assessment tool (e.g. rubric, checklist, task card) that will allow your group to self-analyze and your PE peers to offer feedback. https://drive.google.com/file/d/0ByE77JibTNyyTUVvRjhGeXNrdDQ/view?pli=1 (Sample T-chart)
Product/Evidence: (Expected product from students)	Students will develop a skill station critiquing the components of a peer's performance on a skill as it aligns with a group developed assessment. Each member will perform the skill, video the skill of another peer, and assess mature movement patterns and/or object control. The performance assessment must include: <ul style="list-style-type: none"> • a video protocol (start and end of the entire skill performance) • necessary equipment • instructions for skill completion • copy of assessment format
Differentiation: (Multiple modes for student expression)	Student may perform a skill and analyze one on one with the teacher. All students in group must perform all roles. Time permitting, try multiple stations.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Evaluation for Physical Education</i> - Paul Dunham Jr. (Lexile range 700-900) <i>Fun, Fitness & Skills</i> – Howie Weiss (Lexile range 700 – 800)	

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a physically educated student to utilize assessment tools	Teacher Resources:	https://www.google.com/search?q=assessment+tools&espv=2&biw=1024&bih=635&tbm=isch&tbo=u&source=univ&sa=X&ei=3 IXVJbeMpKqyATk2IHQBQ&ved=0CDUQsAQ#imgdii= (Types of assessment tools) http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step chart for creating an evaluation tool) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T chart) https://www.google.com/search?q=ways+to+create+evaluation+tools&espv=2&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ei=OxBZVJXTK8yynyATf3ID4AQ&ved=0CAYQ_AUoAQ#imgdii= (Evaluation Tools) http://www.task-cards.com/what-is-a-task-card.html (Task cards) www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/ (What makes a good rubric/evaluation tool)
			Student Resources:	http://www.smartdraw.com/examples/view/t+chart/ (T-Chart) http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step chart for creating an evaluation tool)
	Skills:	Observe and analyze self and others' performance in skills to determine ability level	Assessment:	Students will perform a daily movement skill and write a reflection on the efficiency and completion of the skill. (e.g. journal, exit ticket)

Prior Knowledge and Experiences
These ongoing learning experiences build upon a presumed student working knowledge of concepts and skills such as communication, cooperation, and respect of different skill abilities. However not all 7th graders will have the same level of experience in providing constructive feedback and/or use of technology.

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Learning Experience # 1		
The teacher may pose the essential question, “Why is important to analyze the performance of a skill?” so students can explore the significance of peer and self-evaluations for the purpose of improvement.		
Generalization Connection(s):	Knowledge of fundamental movement skills facilitates the analysis and application of mature movement Object control depends on safely applying knowledge of skills and reflection on performance	
Teacher Resources:	https://www.google.com/search?q=assessment+tools&espv=2&biw=1024&bih=635&tbm=isch&tbo=u&source=univ&sa=X&ei=3 IXV JbeMpKqyATk2IHQBQ&ved=0CDUQsAQ#imgdii= (Types of assessment tools)	
Student Resources:	https://www.google.com/search?q=assessment+tools&espv=2&biw=1024&bih=635&tbm=isch&tbo=u&source=univ&sa=X&ei=3 IXV JbeMpKqyATk2IHQBQ&ved=0CDUQsAQ#imgdii= (Types of assessment tools) http://www.smartdraw.com/examples/view/t+chart/ (T-Chart)	
Assessment:	Students will use a T-chart to compare and contrast the strengths and limitations of skill assessment tools. https://www.google.com/search?q=assessment+tools&espv=2&biw=1024&bih=635&tbm=isch&tbo=u&source=univ&sa=X&ei=3 IXV JbeMpKqyATk2IHQBQ&ved=0CDUQsAQ#imgdii= (Types of assessment tools)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may offer alternative ways to demonstrate an understanding	Students may work with a partner or one on one with the teacher
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"> Assessment Tools 	
Key Skills:	<ul style="list-style-type: none"> Compare and contrast various assessment tools 	
Critical Language:	Analyze, Performance, Movement patterns, Significance, Assessment	

Learning Experience # 2		
The teacher may review constructive feedback strategies so students can recognize the components of positive improvement critiques and understand the importance of providing and receiving suggestions.		
Generalization Connection(s):	Knowledge of fundamental movement skills facilitates the analysis and application of mature movement Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs	
Teacher Resources:	http://www.jcu.edu.au/wiledpack/modules/feedback/JCU_090547.html (Strategies for effective feedback)	
Student Resources:	http://www.jcu.edu.au/wiledpack/modules/feedback/JCU_090547.html (Strategies for effective feedback)	

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Assessment:	Students will pair with a partner. While one student performs a skill, the other will provide feedback about that performance. Students will then switch roles and repeat (verbal pair share).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may perform the skill one on one with the teacher and then self-assess
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may create a negative or difficult communication scenario	Students may participate in a negative communication scenario to challenge feedback skills
Critical Content:	<ul style="list-style-type: none"> • Respect of peers • Feedback skills 	
Key Skills:	<ul style="list-style-type: none"> • Participate and respect peers with varying skill abilities during physical activities • Develop feedback skills 	
Critical Language:	Feedback, Respect, Scenario, Performance	

Learning Experience # 3	
The teacher may select and demonstrate one skill so students can develop their ability to categorize the cues within a movement pattern. (e.g. step in opposition, follow through, back straight)	
Generalization Connection(s):	Knowledge of fundamental movement skills facilitates the analysis and application of mature movement Object control depends on safely applying knowledge of skills and reflection on performance
Teacher Resources:	https://drive.google.com/file/d/0B4hXvXyZ-mj_anlFRG5CMnpGODg/view?usp=sharing (<i>Skill Themes, Movement Concepts, and The National Standards</i>) http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf (Venn Diagram) http://www.thecoloringpics.com/28572-skeletal-system-coloring-pages-human-anatomy-organs-human.html (muscular system diagram)
Student Resources:	http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf (Venn Diagram) http://www.thecoloringpics.com/28572-skeletal-system-coloring-pages-human-anatomy-organs-human.html (Muscular system diagram)
Assessment:	Students will observe two movements (e.g. jump rope, push up, overhand throw) and compare and contrast cues that describe how each is performed in sequence. http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf (Venn Diagram)

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may incorporate identifying muscles used	Students may describe muscles involved in movement (e.g. bicep verbalize directionality)
Critical Content:	<ul style="list-style-type: none"> • Directional Movements • Sequencing • Basic Musculature 	
Key Skills:	<ul style="list-style-type: none"> • Create a sequence of cues describing a movement pattern • Identify which muscles are being used., (quadriceps, abdominals) (Venn diagram) • Verbalize directionality of movements 	
Critical Language:	Sequencing, Basic Musculature, Cues	

Learning Experience # 4		
The teacher may provide various evaluation tools so students can identify key components and the qualities of success criteria.		
Generalization Connection(s):	Knowledge of fundamental movements skills facilitates the analysis and application of mature movement Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs	
Teacher Resources:	http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step chart for creating an evaluation tool) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T chart) https://www.google.com/search?q=ways+to+create+evaluation+tools&espv=2&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ei=OxBZVJXTK8ynyATf3ID4AQ&ved=0CAYQ_AUoAQ#imgdii=_ (Evaluation Tools) http://www.task-cards.com/what-is-a-task-card.html (Task cards) www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/ (What makes a good rubric/evaluation tool) http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf (Compare and contrast chart)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step chart for creating an evaluation tool)	
Assessment:	Students will use a graphic organizer to evaluate the pros and cons of each assessment tool. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T chart)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may choose to create an electronic version or a paper-pencil

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may offer coach my video app to further student's knowledge http://www.coachmyvideo.mobi/ (free video app)	Students may research techniques used to evaluate athletes at the collegiate/ professional levels. http://www.coachmyvideo.mobi/ (Free video app)
Critical Content:	<ul style="list-style-type: none"> Evaluation tool 	
Key Skills:	<ul style="list-style-type: none"> Create an evaluation tool 	
Critical Language:	Performance, Movement Patterns, Evaluation, Sequence, Application	

Learning Experience # 5		
The teacher may review essential elements for peer and self-assessments so students can identify the steps necessary for drafting and refining a peer and self-evaluation tool.		
Generalization Connection(s):	Knowledge of fundamental movement skills facilitates the analysis application of mature movement Object control depends on safely applying knowledge of skills and reflection on performance	
Teacher Resources:	www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/ (What makes a good rubric/evaluation tool). https://www.google.com/search?q=ways+to+create+evaluation+tools&espv=2&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ei=OxBZVJXTK8ynyATf3ID4AQ&ved=0CAYQ_AUoAQ#imgdii=_ (Evaluation Tools) http://rubistar.4teachers.org/index.php (Online source to create rubrics)	
Student Resources:	http://rubistar.4teachers.org/index.php (Online source to create rubrics)	
Assessment:	Students will create an evaluation tool for a movement skill. (e.g. rubric, checklist, task card)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may determine the range of choices for evaluation tools	Students may work with a peer to develop their evaluation tool
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may give a presentation to peers detailing the design of their evaluation tool
Critical Content:	<ul style="list-style-type: none"> Evaluation tool 	
Key Skills:	<ul style="list-style-type: none"> Create an evaluation tool 	
Critical Language:	Essential, Components, Evaluation	

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Learning Experience # 6		
The teacher may provide a movement analysis so students can determine key components of an evaluation protocol.		
Generalization Connection(s):	Object control depends on safely applying knowledge of skills and reflection on performance Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs (???)	
Teacher Resources:	http://vimeo.com/videoschool/101 (Video 101) http://www.eduplace.com/graphicorganizer/pdf/echart.pdf (E-Chart)	
Student Resources:	http://vimeo.com/videoschool/101 (Video 101) http://www.eduplace.com/graphicorganizer/pdf/echart.pdf (E-Chart)	
Assessment:	Students will create a protocol for video recording a movement skill. (e.g. E-chart)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may choose an alternative to the video (e.g. script) Student may work one on one with the teacher
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"> • Video recording 	
Key Skills:	<ul style="list-style-type: none"> • Video record movement skills 	
Critical Language:	Respect, Movement patterns, Initiate	

Learning Experience # 7		
The teacher may model critiquing techniques within a movement skill scenario (e.g. role play) so students can visualize and appreciate qualities of constructive analysis.		
Generalization Connection(s):	Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs	
Teacher Resources:	www.p12.nysed.gov/guides/health/partiii1.pdf (Evaluating role play) www.waze.net/oea/activities/7 (Role play instructions)	
Student Resources:	www.waze.net/oea/activities/7 (Role play instructions)	
Assessment:	Students will use a previously developed evaluation tool (e.g. rubric, checklist, task cards) to critique and analyze the movement skill demonstrated within the scenario.	

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may offer alternative ways to demonstrate understanding of critiquing techniques (e.g. Internet clips, scripts)	Students may work with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a scenario for their peers to practice their evaluation tool
Critical Content:	<ul style="list-style-type: none"> • Scenario of a pattern 	
Key Skills:	<ul style="list-style-type: none"> • Critique scenario of a movement pattern 	
Critical Language:	Scenario, Critique, Constructive analysis	