

UNIT TITLE: RELATIONSHIPS BETWEEN SKILLS AND SPORTS

INSTRUCTIONAL UNIT AUTHORS

East Grand School District

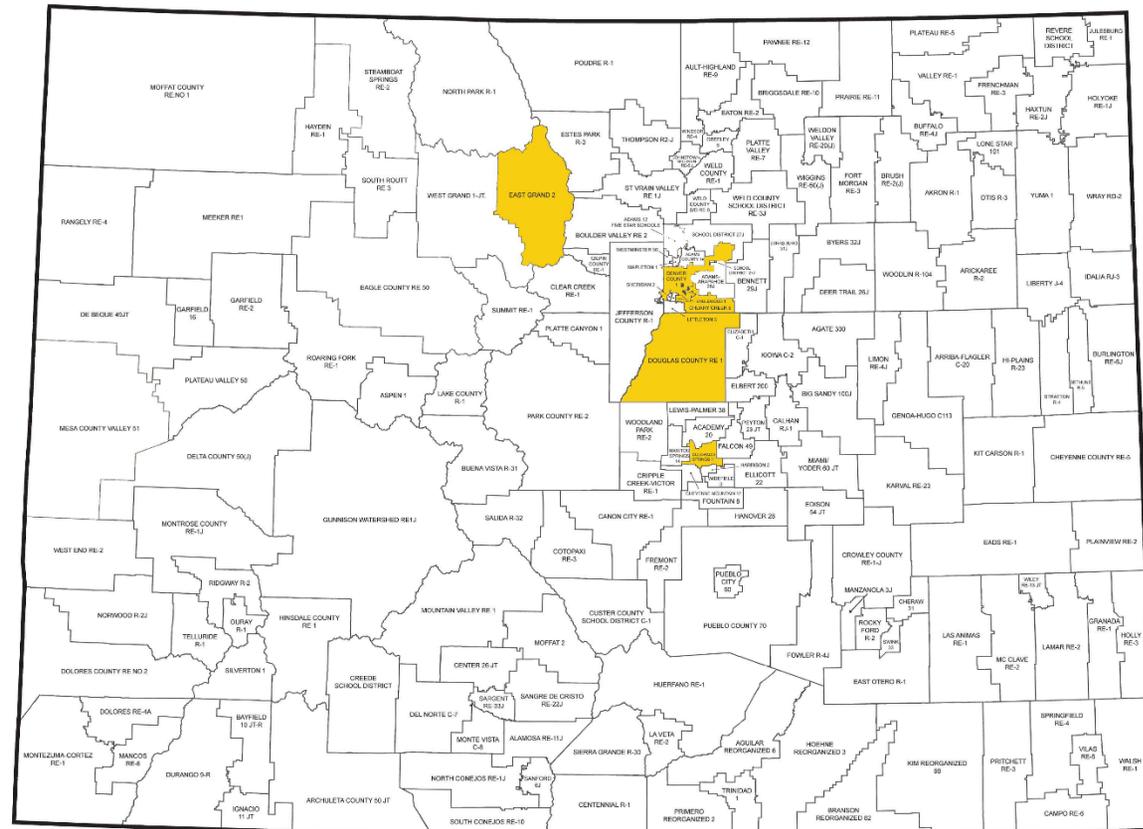
Lynn Burrows
Maggie Keller
Becca Bailly

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Douglas County RE 1
Joe Bishop

Cherry Creek Public Schools
Matt Mundy

Colorado Springs D11
Jenny Rice



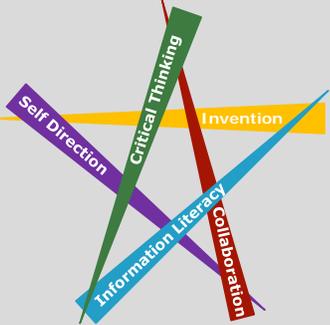
Colorado's District Sample Curriculum Project

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	Relationship Between Skills and Sports	Grade Level	5 th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement Competence and Understanding	1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills	PE09-GR.5-S.1-GLE.1
	2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills	PE09-GR.5-S.1-GLE.2
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	PE09-GR.5-S.2-GLE.1
	2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	PE09-GR.5-S.2-GLE.2
	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	09-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 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*



Colorado's Comprehensive Health and Physical Education Standards

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Relationships Between Skills and Sports	Determined by Teacher	Determined by Teacher

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Relationships Between Skills and Sports		Length of Unit	Determined by Teacher
Focusing Lens(es)	Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.5-S.1-GLE.1 PE09-GR.5-S.1-GLE.2 PE09-GR.5-S.2-GLE.1 PE09-GR.5-S.2-GLE.2 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	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which skills can one take from other activities that will allow one to become better in your selected activity? (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2) What are some activities that require the combination of skills? (PE09-GR.5-S.1-GLE.2-EO.a,b,c,d,e,f; IQ.4; RA.3; N.1,2) Will understanding skills allow for participation in other activities later in life? (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e; IQ.1; RA.1,2; N.1,2,3) 			
Unit Strands	Prevention and Risk Management in Health Emotional and Social Wellness in Physical Education Physical and Personal Wellness in Physical Education Movement Competencies in Physical Education			
Concepts	Analyze, Application, Sequence, Flow, Demonstration, Control, Accuracy, Engage, Enhance, Responds, Identification			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Analysis and awareness of self (and peer) behaviors during engaging activities enhances identification of efficient and skilfull movers	What are the key components of non-locomotor movements (throwing, dribbling, volley)?	What can you learn from watching others? Why do professional athletes sometimes blame others for their performance?
Control of self and objects enhances accuracy and success in activities, games and sport	What are some examples of accuracy in different sports and activities?	Why is accuracy and control important?
Knowledge of sequence and flow increases proficient skill application during (varied) game play	What is offense? What is defense?	How does flow affect a game or activity?
Identification of responsible behaviors allows for responding to safe and unsafe environments	What are the rules for (insert games, activities)?	Why is it important to follow the rules of a game or activity? Does your view of talking to officials change when you are an official yourself?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Throwing, catching, dribbling, volleying, striking and locomotor skills. (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e) and (PE09-GR.5-S.1-GLE.2-EO.a,d,e) ● Strategies to use during game play. (PE09-GR.5-S.1-GLE.2-EO.f) ● Exercise plan (PE09-GR.5-S.2-GLE.2-EO.b) ● Respect for self and others during game play. (PE09-GR.5-S.3-GLE.1-EO.d,c) and (PE09-GR.5-S.3-GLE.2-EO.d) ● Differences between skills. (PE09-GR.5-S.1-GLE.2-EO.b) 	<ul style="list-style-type: none"> ● Analyze and demonstrate throw, catch, dribble, volley, strike and locomotor skills. (PE09-GR.5-S.1-GLE.1-EO.a,b,c,d,e) and (PE09-GR.5-S.1-GLE.2-EO.a,d,e) ● Use strategy during game play. (PE09-GR.5-S.1-GLE.2-EO.f) ● Create exercise plan (PE09-GR.5-S.2-GLE.2-EO.b) ● Officiate and demonstrate respect for self and others during game play. (PE09-GR.5-S.3-GLE.1-EO.d,c) and (PE09-GR.5-S.3-GLE.2-EO.d) ● Identify differences between skills. (PE09-GR.5-S.1-GLE.2-EO.b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. 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>Analyzing self and others through skill and sport activities promotes mature movement.</i></p>
<p>Academic Vocabulary:</p>	<p>Analyze, Strategies, Officiate, Accuracy, Force, Strike, Volley, Dribble, Kick, Throw, Catch,</p>
<p>Technical Vocabulary:</p>	<p>Locomotor, Non-locomotor, Application, Sequence, Flow,</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit cultivates the analysis and awareness of behaviors, control of objects, and knowledge of skill application during during activities. The focus is on analyzing the patterns within skills, rules of the game, skill related fitness and responsible behavior. In addition, the ongoing learning experiences are focused on safe participation and responsible decision making. This unit culminates with students developing an original X-Game encompassing skill analysis, application of strategy and officiating.
Considerations:	<p>Most fifth grade students will have a general understanding of locomotor and non-locomotor skills and the corresponding ability to demonstrate critical elements for those skills. However students will vary in skill acquisition, therefore this unit is designed to allow students to develop and/or experience skill practice, strategy development, and understanding of officiating.</p> <p>In addition you may need to consider:</p> <ul style="list-style-type: none"> ● time spent with students (e.g. length of class, number of days a week) ● space ● class size ● physical challenges
Unit Generalizations	
Key Generalization:	Analysis and awareness of self (and peers) behaviors during engaging activities enhances identification of efficient and skillful movers.
Supporting Generalizations:	Control of self and objects enhances accuracy and success in activities, games and sport.
	Knowledge of sequence and flow increases proficiency skill application during (varied) game play.
	Identification of responsible behaviors allow for responding to safe and unsafe environment.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Analysis and awareness of self (and peer) behaviors during engaging activities enhances identification of efficient and skillful movers
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>You and your team are X-Games creators. You are charged with the task of creating a new sport for the X-Games. Your new sport must incorporate:</p> <p>Three non-locomotor skills:</p> <ul style="list-style-type: none"> ● kicking ● hand dribbling ● foot dribbling ● catching ● throwing ● volleying ● striking <p>Two locomotor skills:</p> <ul style="list-style-type: none"> ● walking ● running

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> ● jumping ● skipping ● hopping ● leaping ● galloping ● sliding <p>Once your game is created you will have the opportunity to teach, play your game with another group. After you've each played each other's games, you will evaluate and be evaluated in the following areas</p> <p>Opponent Assessment</p> <ul style="list-style-type: none"> ● How did your opponents demonstrate respect for others during game play? ● How did your opponent use effective game strategy? <p>Game Assessment</p> <ul style="list-style-type: none"> ● Did game include required skills? ● What was the game strategy? ● Should this game be included in X-Games? Why or Why not? ● Self-Assessment ● What non-locomotor skill do you need more practice on? ● What skill related fitness component would help you improve?
Product/Evidence: (Expected product from students)	The students will work with a partner or small group as an X-Game creator. They will design a game consisting of three non-locomotor skills e.g.(kicking, hand dribbling, foot dribbling, catching, throwing, volleying, striking) and two locomotor skills e.g. (walking, running, jumping, skipping, hopping, leaping, galloping, sliding). Students will share and play their game creation with another pair/group. Upon completion of sharing segment they will complete a discussion/written evaluation.
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> ● work with a larger or smaller group to develop product ● share a role with a student partner or staff member ● modify available equipment ● discuss their evaluation one on one with the teacher

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

Informational/Non-Fiction	Fiction
<i>Kevin Durant (Amazing Athletes)</i> by Jeff Savage (Lexile level 710) <i>Play Baseball Like a Pro: Key Skills and Tips (Play Like the Pros (Sports Illustrated for Kids)</i> by Hans Hetrick (Lexile level 760)	<i>The Crossover</i> by Kwame Alexander (Lexile level 750) <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord (Lexile level 730)

Colorado Teacher-Authored Sample Instructional Unit

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like/work like an X-Games game creator to demonstrate understanding of locomotor and non-locomotor.	Teacher Resources:	https://www.youtube.com/watch?v=F-5fPe6wZT4 (Video on how to throw a ball)
			Student Resources:	https://www.youtube.com/watch?v=BlqVvRh_cEY (Video on amazing 5th grade basketball player)
	Skills:	Analyze and demonstrate locomotor and non-locomotor skills.	Assessment:	The students will complete self and peer assessment during game play.
2.	Description:	Think like/work like an X-Games game creator to demonstrate understanding of safety rules, and respecting officials	Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6277#.WJZc00UrIV0 (Lesson ideas for student created games) http://thepicturebookteachersedition.blogspot.com/2013/05/pe-challenge-create-your-own-pe-game.html (Lesson idea for student created game) http://www.educationworld.com/a_lesson/02/lp266-05.shtml (Lesson plan for student invented game)
			Student Resources:	http://discoverykids.com/activities/best-of-the-x-games/ (Best of the X-games for kids) http://www.sciencekids.co.nz/sciencefacts/sports/extremesports.html (Extreme Sports Facts)
	Skills:	Officiate and demonstrate respect for self and others during game play	Assessment:	The students will officiate during game play.
3.	Description:	Think like/work like an X-Games game creator to demonstrate understanding of game strategy	Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=674 (Scooter Pinball game for offensive and defensive strategy.)
			Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=674 (Scooter Pinball game for offensive and defensive strategy.)
	Skills:	Use strategy during game play.	Assessment:	The students will reflect regularly on the use of strategy during game play.

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of skill acquisition and critical elements. The unit will encourage movement analysis, the investigation of different game strategies, application of skills, and how they relate to the six skill related fitness components. Students may also possess different levels of fitness, self-awareness, safety, cooperative skills, leadership, and group dynamics.

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 1		
The teacher may pose the question, “What is and what leads to successful game play?” so that the students may analyze behaviors, skills, strategies and rules leading to joyful and successful game play.		
Generalization Connection(s):	Analysis and awareness of self (and peers) behaviors during engaging activities enhances identification of efficient and skillful movers.	
Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=674 (Scooter Pinball game for offensive and defensive strategy.) https://www.youtube.com/watch?v=11SzOiYVFCI (Video on how to catch a ball) https://www.youtube.com/watch?v=F-5fPe6wZT4 (Video on how to throw a ball) https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Sample graphic organizer for Joyful and Successful Game Play Web) https://docs.google.com/a/egsd.org/forms/d/1bSK29kN8kVbKDwpLFZAS9X_1eGLtwP4H52a7cOGxYAc/edit?usp=copy (Sample peer assessment form)	
Student Resources:	https://www.pinterest.com/pin/333055334928655121/ (Inspirational video on teamwork) https://www.youtube.com/watch?v=fUXdrl9ch_Q&list=PLJtw61qZ4J7vWkGjhJOER4Iyr00tddrmU (Cartoon video on teamwork) https://www.youtube.com/watch?v=q6RcTHNlxto&t=27s (Team Handball Instructional Video) https://www.youtube.com/watch?v=DI4zp7yeuMU (Cartoon video on teamwork) https://www.youtube.com/watch?v=BlqVvRh_cEY (Video on amazing 5th grade basketball player) https://www.youtube.com/watch?v=OxJEcU7Ma7o (Video shows good defensive positioning.)	
Assessment:	The students will participate in simple offense and defense game play e.g.(scooter pinball, modified team handball, keep away) so that they might recognize characteristics leading to joyful and successful game play. Throughout the game, students will think pair share characteristics and add them to a Joyful and Successful Game Play Web. Upon conclusion of multiple activities students discuss Joyful and Successful Game Play Web with class analyzing key components leading to targeted game outcome.	
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"> ● vary the complexity of the activities ● provide one on one assistance ● vary the equipment 	Students may <ul style="list-style-type: none"> ● choose a less complex activity ● discuss analysis one on one with teacher ● choose equipment appropriate for needs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Throw, catch, dribble, volley, strike, and locomotor skill ● Strategy during game play 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> Analyze and demonstrate throw, catch, dribble, volley, strike, and locomotor skills. Use strategy during game play.
Critical Language:	Analyze, Strategies, Throw, Catch, Locomotor, Non-locomotor, Strike, Volley, Dribble, Kick

Learning Experience # 2

The teacher may provide exemplary skill demonstrations e.g. (YouTube video, professional athlete, teacher) so the students may compare and contrast their own skill performance on each of the critical elements leading up to skill acquisition.

Generalization Connection(s):	Control of self and objects enhances accuracy and success in activities, games and sport.	
Teacher Resources:	chrome-extension://oemmndcbldboiefnlddaccbfmadadm/ http://team-tn.org/wp-content/uploads/2014/04/PE-Scoring-Guide.pdf (Rubrics for nonlocomotor skills) chrome-extension://oemmndcbldboiefnlddaccbfmadadm/ https://artiekamiya.files.wordpress.com/2014/02/1-0-learning-progression-for-overhand-throw.pdf (PDF for throwing critical elements and student assessment sheets) https://www.youtube.com/watch?v=11SzOiYVFCI (Video on how to catch a ball) https://www.youtube.com/watch?v=F-5fPe6wZT4 (Video on how to throw a ball)	
Student Resources:	https://www.youtube.com/watch?v=8j7auGg9NOQ (Video on how to kick a ball) https://www.youtube.com/watch?v=jTzCz5KMa4 (Video on the basics of volleyball)	
Assessment:	The students will participate in a variety of skill progressions and self/peer analyze their ability to perform critical elements of non-locomotor and locomotor skills.	
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"> vary the complexity of the activities provide greater parameters for activity vary the equipment provide one on one assistance 	Students may <ul style="list-style-type: none"> choose a activities less complex work within greater parameters of activity choose equipment appropriate to their needs work with an instructor assistant
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> vary the size of the groups provide a more difficult skill or higher expectation for acquisition 	Students may: <ul style="list-style-type: none"> work in larger groups work with a more complex skill set
Critical Content:	<ul style="list-style-type: none"> Throw, catch, dribble, volley, strike, and locomotor skills. 	
Key Skills:	<ul style="list-style-type: none"> Analyze and demonstrate throw, catch, dribble, volley, strike and locomotor skills. 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Analyze, Throw, Catch, Locomotor, Non-locomotor, Strike, Volley, Dribble, Kick
---------------------------	--

Learning Experience # 3		
The teacher may pose the question, “How similarities and differences in skills e.g.{ similarities(stepping with the opposite foot, follow-through, athletic stance) differences(specific body part engagement, specific body position, force vs accuracy)} so the student may determine appropriate practice options in a variety of skills.		
Generalization Connection(s):	Control of self and objects enhances accuracy and success in activities, games and sport.	
Teacher Resources:	https://www.youtube.com/watch?v=XctJx9zKM3Y (YouTube video throwing and catching drills) http://www.mrheadspe.com/critical-elements.html (Website of Critical Elements of Movement)	
Student Resources:	https://www.youtube.com/watch?v=iDNQGR1VEP8 (YouTube video throwing skill) https://www.youtube.com/watch?v=F-5fPe6wZT4 (YouTube video How to Throw a ball)	
Assessment:	The students will work as “coaches” and create a practice drill focusing on one of the critical elements that is the same in two skills e.g.(stepping with the opposite foot, eyes on receiving object/ball, follow through.) Coaches then teach the drill that is the same for the two skills to another partnership/group. Upon completion of sharing, students practice newly learned drill in the two demonstrated skills discussing how skills they practiced are similar and different.	
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"> ● assign specific skills to student groups ● provide greater parameters for activity ● vary the equipment ● provide one on one assistance 	Students may: <ul style="list-style-type: none"> ● create drill for assigned skills ● work within greater parameters of activity ● choose equipment appropriate to their needs ● work with an instructor assistant
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● provide a list of skills to choose from ● vary the size of the groups ● provide a more difficult skill or higher expectation for acquisition 	Students may: <ul style="list-style-type: none"> ● choose from a list of skill ● work in larger groups ● work with a more complex skill set
Critical Content:	<ul style="list-style-type: none"> ● Differences between skills 	
Key Skills:	<ul style="list-style-type: none"> ● Identify differences between skills. 	
Critical Language:	Analyze, Accuracy, Force, Throw, Catch, Strike, Volley, Dribble, Kick, Non-locomotor, Locomotor	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 4		
The teacher may present a video segment of X-Games so students may critique where each component of Skill Related Fitness is evident.		
Generalization Connection(s):	Control of self and objects enhances accuracy and success in activities, games and sport. Knowledge of sequence and flow increases proficiency skill application during (varied) game play.	
Teacher Resources:	http://www.teachpe.com/fitness/skill.php (Skill Related Fitness) https://www.youtube.com/watch?v=VEQ-s679a10 (YouTube video winter X Games) http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf (Skill related fitness lesson with activity sheet)	
Student Resources:	http://www.sciencekids.co.nz/videos/sports/reactiontime.html (Reaction time) https://www.youtube.com/watch?v=QUyjZj9n9Vc (Video explaining skill related fitness) https://www.youtube.com/watch?v=ApFFJws3_pk (YouTube video X Games athlete profile) https://www.youtube.com/watch?v=G90qETnfgdo (YouTube video X Games athlete profile) https://www.youtube.com/watch?v=2_DHlzzWR7Y (YouTube video X Games athlete profile)	
Assessment:	The students will create a fitness plan that develops each of the Skill Related Fitness components using the jigsaw method e.g.(Students create a station designed to develop one of the skill related fitness components. Students then participate in all the stations created by each group.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● assign Skill Related Fitness Component ● vary the size of groups ● provide one on one assistance ● vary the equipment 	Students may: <ul style="list-style-type: none"> ● work with assigned Skill Related Fitness Component ● work in smaller group or with assigned partner ● work with teacher or instructor ● choose equipment appropriate to their needs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide a more difficult skill or higher expectation for acquisition 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with a more complex skill set
Critical Content:	<ul style="list-style-type: none"> ● Exercise plan 	
Key Skills:	<ul style="list-style-type: none"> ● Create exercise plan. 	
Critical Language:	Throw, Catch, Locomotor, Non-locomotor, Strike, Volley, Dribble, Kick	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 5		
The teacher will provide various strategies e.g.(man on man defense, communication, fakes, moving to open space, denying space) so the student may experiment with application of different strategies to enhance game play.		
Generalization Connection(s):	Knowledge of sequence and flow increases proficiency skill application during (varied) game play.	
Teacher Resources:	https://www.youtube.com/watch?v=k0usq4QFLaw (Teaching games for understanding (TGFU) explaining this teaching strategy} http://growingyoungmovers.com/+pub/document/planning/PE_Games_Workshop_Handout_2011.pdf (Exploring game strategies and tactics in physical education) http://peandme.weebly.com/introduction.html (TGFU online workshop) https://www.youtube.com/watch?v=uogSJYb2BPw (Sample A progression of small-sided games that will help elementary students understand some of the key concepts involved in net games.)	
Student Resources:	https://www.youtube.com/watch?v=sPSgV5Cgg20 (Introduction to game sense approach to learning strategy)	
Assessment:	Students will participate in small sided game activities e.g.(3v3 floor hockey, 3v3 soccer, 3v3 modified team handball, team tag.), with the teacher assigning various strategies for the students to implement. Periodically teams will reflect and share out their effectiveness using the assigned strategy. Teams will then evaluate their next steps and then apply those improvements. Upon completion of activities, students will share what worked best for their team.	
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"> ● assign fewer strategies ● vary the size of groups ● provide one on one assistance 	Students may: <ul style="list-style-type: none"> ● work with fewer strategies ● work in smaller group or with assigned partner ● work with teacher or instructor
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide a more difficult skill or higher expectation for acquisition ● provides less direction ● assign peer coaches 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with a more complex skill set ● uses discovery method to determine different strategies ● work as a peer coach
Critical Content:	<ul style="list-style-type: none"> ● Strategy during game play 	
Key Skills:	<ul style="list-style-type: none"> ● Use strategy during game play. 	
Critical Language:	Analyze, Strategies, Throw, Catch, Locomotor, Non-locomotor, Strike, Volley, Dribble, Kick	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6		
The teacher may pose the questions “Why is it important to follow the rules of a game and do you predict your view of talking to the officials will change when you are an official yourself?”		
Generalization Connection(s):	Identification of responsible behaviors allow for responding to safe and unsafe environment.	
Teacher Resources:	https://classroom.kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf (Sportsmanship lesson plan) http://www.thepespecialist.com/the-good-sportsmanship-code/ (Blog post with video demonstration teaching the “sportsmanship code”)	
Student Resources:	https://www.youtube.com/watch?v=T0IUOgoWIns (Great example of good sportsmanship) https://www.youtube.com/watch?v=zuR_YBP7uKS (10 Athletes who were caught cheating) https://www.youtube.com/watch?v=0JvTJchlK48 (Video Always Be a Good Sport)	
Assessment:	Students will create a game which includes three safety rules. Students create their game and teach it other group(s). Game creating group then officiates their game implementing their three safety rules. Once they have taught, played and officiated, they reflect on the importance of following game rules and their interactions with game officials.	
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"> ● assign smaller group ● assign student partner or staff member as partner ● provide modified equipment ● discuss reflection one on one with student 	Students may: <ul style="list-style-type: none"> ● work with a larger or smaller group to develop product ● share a role with a student partner or staff member ● modify available equipment ● discuss their evaluation one on one with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer or more parameters for activity ● assign peer coaches 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence ● work as a peer coach
Critical Content:	<ul style="list-style-type: none"> ● Respect for self and others 	
Key Skills:	<ul style="list-style-type: none"> ● Officiate and demonstrate respect for self and others during game play. 	
Critical Language:	Analyze, Officiate, Throw, Catch, Locomotor, Non-locomotor, Strike, Volley, Dribble, Kick	