Colorado Teacher-Authored Instructional Unit Sample

Unit Title: Analysis of Performance

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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.

DATE POSTED: APRIL 3, 2015
## Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>7th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Performance</td>
<td>6 weeks</td>
<td>3</td>
</tr>
</tbody>
</table>

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7th Grade, Physical Education

Unit Title: Analysis of Performance
## Analysis of Performance

### Unit Title
Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Assessment</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
<th>Length of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PE09-GR.7-S.1-GLE.1</td>
<td>6 weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE09-GR.7-S.3-GLE.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE09-GR.7-S.4-GLE.1</td>
<td></td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):
- 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

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>How do you know when you have object control?</td>
<td>Why is object control necessary?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What could you do to modify a game so all can participate?</td>
<td>Why is it important to include all participants skill levels?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What information do you need to break down a skill?</td>
<td>Why is it important to understand part to whole.</td>
<td></td>
</tr>
</tbody>
</table>
### Critical Content:

**My students will** **Know**...

- Respect for peers (PE09-GR.7-S.3-GLE.2-EO.a)
- Analysis if 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)
- 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)

### Key Skills:

**My students will be able to** **(Do)**...

- 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 an 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)

### 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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in ________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Students can help each other become better movers by working together to analyze and correct each other’s performances.**

**Academic Vocabulary:** Respect, Performance, Patterns

**Technical Vocabulary:** Motor Skill Development, Overhand, Sidearm, Underhand Throwing, Catching, Kicking, Punting, Striking, Trapping, Dribbling, Volleying, Movement Patterns, Sequencing, Basic Musculature, Cues, Scenario, Critique, Constructive Analysis
**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:
- 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

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### 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

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

**Claims:**
Knowledge of fundamental movement skills facilitates the analysis and application of mature movement.

**Stimulus Material:**
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:**
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:
- a video protocol (start and end of the entire skill performance)
- necessary equipment
- instructions for skill completion
- copy of assessment format

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

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation for Physical Education - Paul Dunham Jr. (Lexile range 700-900)</td>
<td>Fun, Fitness &amp; Skills – Howie Weiss (Lexile range 700 – 800)</td>
</tr>
</tbody>
</table>

Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th>1.</th>
<th>Description:</th>
<th>Think/work like a physically educated student to utilize assessment tools</th>
<th>Teacher Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skills:</td>
<td>Observe and analyze self and others’ performance in skills to determine ability level</td>
<td><img src="https://www.google.com/search?q=assessment+tools&amp;espv=2&amp;biw=1024&amp;bih=635&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=3_JXVJbeMpKgyATk2iHQ8Q&amp;ved=0CDUQsAQ#imgdii=_" alt="Link" title="Types of assessment tools" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf" alt="Link" /> (Step by step chart for creating an evaluation tool)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf" alt="Link" /> (T chart)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><img src="https://www.google.com/search?q=ways+to+create+evaluation+tools&amp;espv=2&amp;biw=1600&amp;bih=799&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=OxBZVJXTK8ynyATf3ID4AQ&amp;ved=0CAYQ_AUoAQ#imgdii=_" alt="Link" title="Evaluation Tools" /></td>
</tr>
<tr>
<td></td>
<td>Assessment:</td>
<td>Students will perform a daily movement skill and write a reflection on the efficiency and completion of the skill. (e.g. journal, exit ticket)</td>
<td><img src="http://www.smartdraw.com/examples/view/t+chart/" alt="Link" title="T-Chart" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><img src="http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf" alt="Link" /> (Step by step chart for creating an evaluation tool)</td>
</tr>
</tbody>
</table>

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.
Learning Experience # 1

The teacher may pose the essential question, “Why is it 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&tbnid=JbeMpKvyATk2IHQBQ&ved=0CDUQsAQ#imgdii=_ (Types of assessment tools)

Student Resources:
https://www.google.com/search?q=assessment+tools&espv=2&biw=1024&bih=635&tbnid=JbeMpKvyATk2IHQBQ&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&tbnid=JbeMpKvyATk2IHQBQ&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)
The teacher may offer alternative ways to demonstrate an understanding

Expression (Products and/or Performance)
Students may work with a partner or one on one with the teacher

Extensions for depth and complexity:
Access (Resources and/or Process)
N/A

Expression (Products and/or Performance)
N/A

Critical Content:

N/A

Key Skills:

• 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)
### 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may perform the skill one on one with the teacher and then self-assess</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may create a negative or difficult communication scenario</td>
<td>Students may participate in a negative communication scenario to challenge feedback skills</td>
</tr>
</tbody>
</table>

### Critical Content:
- Respect of peers
- Feedback skills

### Key Skills:
- 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](https://drive.google.com/file/d/0B4hXvXyZ-mj_anlFRG5CMnpGODg/view?usp=sharing) (Skill Themes, Movement Concepts, and The National Standards)

### Student Resources:

### 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](http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf) (Venn Diagram)
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may work with a partner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may incorporate identifying muscles used</td>
<td>Students may describe muscles involved in movement (e.g. bicep) verbalize directionality</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directional Movements</td>
</tr>
<tr>
<td>• Sequencing</td>
</tr>
<tr>
<td>• Basic Musculature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a sequence of cues describing a movement pattern</td>
</tr>
<tr>
<td>• Identify which muscles are being used., quadriceps, abdominals) (Venn diagram)</td>
</tr>
<tr>
<td>• Verbalize directionality of movements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing, Basic Musculature, Cues</td>
</tr>
</tbody>
</table>

### Learning Experience # 4

The teacher may provide various evaluation tools so students can identify key components and the qualities of success criteria.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf">Step by step chart for creating an evaluation tool</a></td>
</tr>
<tr>
<td><a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">T chart</a></td>
</tr>
</tbody>
</table>
| [Evaluation Tools](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=_|)
| [Task cards](http://www.task-cards.com/what-is-a-task-card.html) |
| [Compare and contrast chart](http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf) |

<table>
<thead>
<tr>
<th>Student Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf">Step by step chart for creating an evaluation tool</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use a graphic organizer to evaluate the pros and cons of each assessment tool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may choose to create an electronic version or a paper-pencil</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may offer coach my video app to further student’s knowledge</td>
<td>Students may research techniques used to evaluate athletes at the collegiate/professional levels.</td>
<td></td>
</tr>
</tbody>
</table>

### Critical Content:
- Evaluation tool

### Key Skills:
- Create an evaluation tool

### Critical Language:
- Performance, Movement Patterns, Evaluation, Sequence, Application

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## 7th Grade, Physical Education

### 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:
- [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=_](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](http://rubistar.4teachers.org/index.php) (Online source to create rubrics)

#### Student Resources:
- [http://rubistar.4teachers.org/index.php](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.)

#### Extensions for depth and complexity:
- Access (Resources and/or Process)
  - The teacher may determine the range of choices for evaluation tools

#### Critical Content:
- Evaluation tool

#### Key Skills:
- Create an evaluation tool

#### Critical Language:
- Essential, Components, Evaluation
### 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 (???) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>Students will create a protocol for video recording a movement skill. (e.g. E-chart)</td>
</tr>
</tbody>
</table>
| Differentiation:             | Access (Resources and/or Process)  
(Open means for students to access content and multiple modes for students to express understanding.)  
| Expression (Products and/or Performance) | 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:            | Video recording |
| Key Skills:                  | 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.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th>Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs</th>
</tr>
</thead>
</table>
[www.waze.net/oea/activities/7](http://www.waze.net/oea/activities/7) (Role play instructions) |
| Student Resources:           | [www.waze.net/oea/activities/7](http://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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<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access content and multiple modes for students to express understanding.)</td>
<td>The teacher may offer alternative ways to demonstrate understanding of critiquing techniques (e.g. Internet clips, scripts)</td>
<td>Students may work with a partner</td>
</tr>
</tbody>
</table>

**Extensions for depth and complexity:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may create a scenario for their peers to practice their evaluation tool</td>
</tr>
</tbody>
</table>

**Critical Content:**

- Scenario of a pattern

**Key Skills:**

- Critique scenario of a movement pattern

**Critical Language:**

- Scenario, Critique, Constructive analysis