

# CAUSE AND EFFECT

## INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

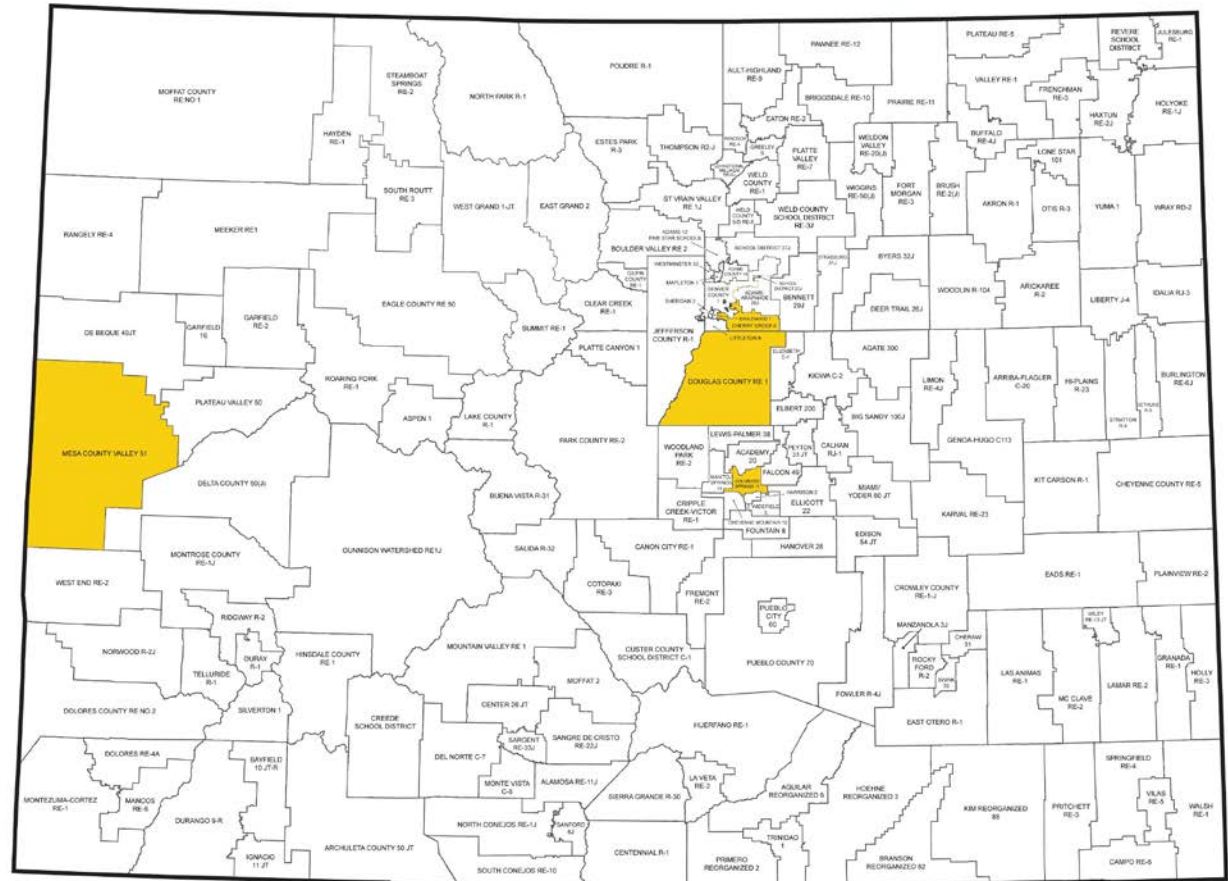
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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Douglas County RE 1  
Joe Bishop

Cherry Creek Public Schools  
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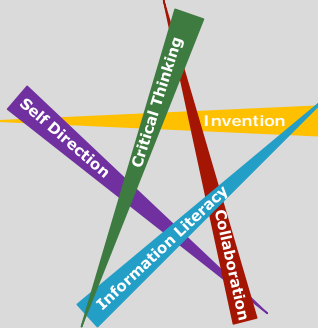
Colorado Springs D11  
Jenny Rice



*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.*

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	2nd Grade
<b>Course Name/Course Code</b>	Physical Education		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement Competence and Understanding	1. Demonstrate the elements of movement in combination with a variety of locomotor skills	PE09-GR.2-S.1-GLE.1	
	2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	PE09-GR.2-S.1-GLE.2	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
2. Physical and Personal Wellness	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class	PE09-GR.2-S.2-GLE.1	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
4. Prevention and Risk Management	1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	PE09-GR.2-S.4-GLE.1	

**Colorado 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*



**Physical**

**Social**

Colorado's  
Comprehensive  
Health and Physical  
Education Standards

**Mental and Emotional**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Cause and Effect	Teacher's Discretion	

<b>Unit Title</b>	Cause and Effect		<b>Length of Unit</b>	Teacher's Discretion
<b>Focusing Lens(es)</b>	Evaluation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are the advantages of instructor feedback over self- feedback? (PE09-GR.2-S.1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> <li>• When would peer feedback be inappropriate? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> <li>• When trying to improve skills, is it better to correct weaknesses or expand strengths. (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> <li>• Why is it important to have self- feedback? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> </ul>			
<b>Unit Strands</b>	Movement Competency and Understanding			
<b>Concepts</b>	Self and instructor assessment, Problem solving, Analysis, Application, Decision making, Performance, Connections; Identification, Interpretation, Modification, Rules; Responsibility; Respect; Application; Safety; Participation; Variation; Cooperation; Encouragement; Compare and Contrast; Communication.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Assessment, feedback, and modification help improve performance of a skill or physical movement. (PE09-GR.2- S. 1-GLE.3-EO.a,b; IQ. 4; N.2)	What is a modification?	Why would a teacher give a student feedback?
Identification of strengths and weaknesses of a performance activity promotes improvement of a skill or physical movement. (PE09-GR.2-S.1-GLE.3-EO.a,b; IQ. 4; N.2)	What is feedback?	Why use weaknesses of a performance to improve physical movement?
Problem solving and analysis improves performance of a skill or physical movement. (PE09-GR.2-S.1-GLE.3-EO.a,b; IQ. 4; N.2)	What are the steps in problem solving?	Why use problem solving to improve a performance?
Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1)	How can positive encouragement increase performance?	Why is feedback about the following the rules important for safety?

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.b)</li> <li>• Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a)</li> <li>• Safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> <li>• Positive communication (PE09-GR.2-S.3-GLE.1-EO.c)</li> <li>• Participation without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b)</li> <li>• Application of self and instructor feedback to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a, b)</li> <li>• Safety and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> </ul>	<ul style="list-style-type: none"> <li>• Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.b)</li> <li>• Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a)</li> <li>• Follow safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> <li>• Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c)</li> <li>• Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b)</li> <li>• Apply self and instructor feedback to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a, b)</li> <li>• Follow safety and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> </ul>

<p><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></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Brian can use self and teacher feedback to identify strengths and weaknesses in movement to improve performance.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Self and instructor assessment, Problem solving, Decision making, Performance, Connections; Identification, Interpretation, Modification, Rules Responsibility, Respect, Application, Safety, Participation, Variation, Cooperation, Encouragement, Compare and Contrast, Communication.</p>
<p><b>Technical Vocabulary:</b></p>	<p>Physical movement, Analysis, Application</p>

<b>Unit Description:</b>	This unit is designed to teach second graders how to use rubrics, give and receive feedback, and modify skills within routines after receiving critiques. Students will utilize evaluations from self, peers, and the teacher to improve the skills within the routines. This unit concludes with students creating a routine that will be assessed by peers and teachers in a final performance. Additionally, students will play the role of judges to demonstrate knowledge and use of rubrics as they evaluate their peers.
<b>Considerations:</b>	As fellow teachers we understand that teaching cause and effect in Physical Education can be very challenging while trying to incorporate movement skills. With that being said, please consider the following: <ul style="list-style-type: none"> <li>● emphasizing the importance of being sensitive to the feelings of other students</li> <li>● available space</li> <li>● class size</li> <li>● time with students</li> <li>● equipment available</li> <li>● technology</li> <li>● cultural considerations</li> <li>● relevance between physical activity and students' social behavior during competitive/challenging situations.</li> </ul>
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Assessment, feedback, and modification help improve performance of a skill or physical movement.
<b>Supporting Generalizations:</b>	Identification of strengths and weaknesses of a performance activity promotes improvement of a skill or physical movement.
	Problem solving and analysis improves performance of a skill or physical movement.

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Assessment, feedback, and modification help improve performance of a skill or physical movement.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been selected to be on a panel as a judge for the show Physical Education's Got Talent. As a judge, you and fellow panel members will evaluate individual/group performances of your peers using an evaluation tool. Additionally, you will be a performer who also creates your own routine demonstrating various talents. (e.g. dancing, manipulatives, gymnastics, jump roping, locomotor movements).
<b>Product/Evidence:</b> (Expected product from students)	Students will be grouped into small panels of judges who will evaluate individual/group performances using an evaluation tool. Additionally, students will create individual or group routines to demonstrate their various talents. These routines may include the following skills: <ul style="list-style-type: none"> <li>● dancing</li> <li>● manipulatives</li> <li>● gymnastics</li> <li>● jump roping</li> </ul>

	<ul style="list-style-type: none"> <li>locomotor movement</li> </ul> <p><a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub</a> (Emoji Rubric)</p> <p><a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Thumbs Up Rubric)</p>
<b>Differentiation:</b> (Multiple modes for student expression)	<p>As judges, students may:</p> <ul style="list-style-type: none"> <li>work with a partner judge</li> </ul> <p>As performers, students may:</p> <ul style="list-style-type: none"> <li>be video taped</li> </ul>

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

Informational/Non-Fiction	Fiction
<p><i>Introduction to Rubrics: An Assessment Tool to Save grading Time, Convey Effective Feedback, and Promote Student Learning</i> by Dannelle D. Stevens and Antonia J. Levi (This is a teacher book, but has illustrations of basic rubrics for children to use)</p> <p><i>How to Create and Use Rubrics for Formative Assessments</i> by Susan M. Brookhart (This is a teacher book, but has illustrations of basic rubrics for children to use)</p> <p><i>Simone Biles: Superstar of Gymnastics: Gym Stars Volume 6</i> by Christine Dzidrums (Lexile Range 360-720)</p> <p><i>Kids in Sports</i> by Kirsten Hall (Lexile level 710)</p>	<p><i>Thanks for the Feedback, I Think (Best Me I Can Be!)</i> by Julia Cook (Lexile Range 230-580)</p> <p><i>Thanks For The Feedback...(I Think!): My Story About Accepting Criticism and Compliments the Right Way (Best Me I Can Be!)</i> by Julia Cook (Lexile Range 230-580)</p> <p><i>The Girl Who Never Made Mistakes</i> by Mark Pett (Lexile level 520)</p> <p><i>The Most Magnificent Thing</i> by Ashley Spires (Lexile level 380)</p>

### Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/Work like a student evaluator to self-assess and peer assess student performances.	Teacher Resources:	<p><a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub</a> (Final Emoji Rubric)</p> <p><a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric)</p>
			Student Resources:	<p><a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9SOG8/pub</a> (Final Emoji Rubric)</p> <p><a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric)</p>
	Skills:	<ul style="list-style-type: none"> <li>Use instructor feedback, identifying strengths,</li> </ul>	Assessment:	Students will brainstorm and pair share various important elements of rubrics.

		<p>weaknesses, and modifications to improve performance and physical movement.</p> <ul style="list-style-type: none"> <li>● Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Use positive communication.</li> </ul>		
2.	Description:	Think like/Work like a student performer.	Teacher Resources:	<a href="http://www.nbcolympics.com">www.nbcolympics.com</a> (Rio Olympics) <a href="http://www.nbc.com/americas-got-talent">http://www.nbc.com/americas-got-talent</a> (America’s Got Talent) <a href="http://www.nbc.com/american-ninja-warrior">http://www.nbc.com/american-ninja-warrior</a> (American Ninja Warrior)
			Student Resources:	<a href="http://www.nbcolympics.com">www.nbcolympics.com</a> (Rio Olympics) <a href="http://www.nbc.com/americas-got-talent">http://www.nbc.com/americas-got-talent</a> (America’s Got Talent) <a href="http://www.nbc.com/american-ninja-warrior">http://www.nbc.com/american-ninja-warrior</a> (American Ninja Warrior)
	Skills:	<ul style="list-style-type: none"> <li>● Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Apply self and instructor feedback to improve performance and physical movement.</li> </ul>	Assessment:	Students will daily create one skill related element for their final performance. Students will then demonstrate that skill element to a partner.

## Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of rubrics, teamwork, safety, and encouragement. However, not all students will have had the same experiences and mastered the same level of evaluation skills. Additionally, this may be the first time for some students to combine skills into a routine. This unit will continue to allow students the opportunity to develop skills around using evaluation tools, giving and receiving feedback, and modify skills within routines.

## Learning Experience # 1

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<b>Generalization Connection(s):</b>	Assessment, feedback, and modification help improve performance of a skill or physical movement.	
<b>Teacher Resources:</b>	<a href="http://www.nbcolympics.com/video/simone-biles-unreal-floor-exercise-win-gold">http://www.nbcolympics.com/video/simone-biles-unreal-floor-exercise-win-gold</a> (Simone Biles Final Floor Exercise) <a href="http://www.nbcolympics.com/video/justin-gatlin-i-felt-it-was-clean-exchange">http://www.nbcolympics.com/video/justin-gatlin-i-felt-it-was-clean-exchange</a> (USA Relay Team Exchange Mistake) <a href="http://www.nbcolympics.com/video/disastrous-belly-flop-russias-ilya-zakharov">http://www.nbcolympics.com/video/disastrous-belly-flop-russias-ilya-zakharov</a> (Ilya Zakharov Belly Flop Rio) <a href="https://www.youtube.com/watch?v=kujG1jzPGjQ">https://www.youtube.com/watch?v=kujG1jzPGjQ</a> (Ilya Zakharov London Gold Dive)	
<b>Student Resources:</b>	<a href="http://www.nbcolympics.com/">http://www.nbcolympics.com/</a> (various clips of Rio Olympic 2016 events)	
<b>Assessment:</b>	Students will view video clips of various Olympic events (e.g. track, gymnastics, diving) and do a pair share to identify what elements of assessments are being used.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may find their own video clip to share with the class.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> </ul>	
<b>Critical Language:</b>	Analysis, Performance, Connections, Identification, Evaluation, Interpretation	



**Learning Experience # 2**

The teacher may model how to give and receive feedback (e.g. positive, negative, verbal, non-verbal) so students can distinguish between positive and negative feedback.

<b>Generalization Connection(s):</b>	Assessment, feedback, and modification help improve performance of a skill or physical movement.	
<b>Teacher Resources:</b>	<a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback</a> (article giving points on how to give feedback and how to receive feedback) <a href="http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13105326/P-03-4d-LMS-SkillCuePosters.pdf">http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13105326/P-03-4d-LMS-SkillCuePosters.pdf</a> (Locomotor Skill Cards from OPEN Curriculum)	
<b>Student Resources:</b>	<a href="http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13105326/P-03-4d-LMS-SkillCuePosters.pdf">http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13105326/P-03-4d-LMS-SkillCuePosters.pdf</a> (Locomotor Skill Cards)	
<b>Assessment:</b>	Students will move through different stations to role play scenarios where a partner intentionally performs a skill the correct way or the wrong way and the other partner gives feedback on the performance of the skill.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>select the skills to be assessed for individual students.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>perform teacher selected skills.</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	Students may: <ul style="list-style-type: none"> <li>perform a combination of multiple skills.</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>Positive communication.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>Use positive communication.</li> </ul>	
<b>Critical Language:</b>	Assessment, Analysis, Feedback, Evaluation, Compare and Contrast, Communication	

**Learning Experience # 3**

The teacher may show examples of various rubrics so students can begin to evaluate necessary elements of an effective rubric.

<b>Generalization Connection(s):</b>	Rules, responsibilities, respect, positive encouragement and cooperation promote safety.	
<b>Teacher Resources:</b>	<a href="https://docs.google.com/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/edit">https://docs.google.com/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/edit</a> (Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0lQUdAlgOnd9l3h8i8mLQ/pub">https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0lQUdAlgOnd9l3h8i8mLQ/pub</a> (Thumbs Up Rubric)	
<b>Student Resources:</b>	<a href="https://docs.google.com/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/edit">https://docs.google.com/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/edit</a> (Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0lQUdAlgOnd9l3h8i8mLQ/pub">https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0lQUdAlgOnd9l3h8i8mLQ/pub</a> (Thumbs Up Rubric)	
<b>Assessment:</b>	Students will select three essential elements to develop a rubric from the following categories: <ul style="list-style-type: none"> <li>● rules (e.g. time limit of performance, safety, etc.)</li> <li>● cooperation</li> <li>● flow</li> <li>● individual contribution</li> <li>● skill ability</li> </ul>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>● work with a partner to develop a rubric.</li> <li>● share their rubric verbally with the teacher.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The Teacher may: <ul style="list-style-type: none"> <li>● add additional categories to the rubric.</li> <li>● increase the number of categories.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● develop a more difficult rubric with more categories.</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● safety rules</li> <li>● positive communication</li> <li>● Participation without distracting peers</li> <li>● safety and behavior expectations</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Follow safety rules</li> <li>● Use positive communication</li> <li>● Participate without distracting peers</li> <li>● Follow safety and behavior expectations</li> </ul>	

<b>Critical Language:</b>	Safety, Positive communication, Distracting, Expectations
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<b>Learning Experience # 4</b>		
The teacher may select a specific game/physical activity (e.g. Scooter Scramble, Scooter Ships, Cooperative Games for Younger Students) so students can analyze important elements of a rubric.		
<b>Generalization Connection(s):</b>	Identification of strengths and weaknesses of a performance activity promotes improvement of a skill or physical movement.	
<b>Teacher Resources:</b>	<a href="https://www.responsiveclassroom.org/cooperative-games-for-younger-students/">https://www.responsiveclassroom.org/cooperative-games-for-younger-students/</a> (Cooperative Games for Younger Students) <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8755#.V-RLmfkrLDc">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8755#.V-RLmfkrLDc</a> (Scooter Scramble) <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8824#.V-RL7vkrLDc">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8824#.V-RL7vkrLDc</a> (Scooter Ships)	
<b>Student Resources:</b>	<a href="https://docs.google.com/a/d51gapps.org/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/pub">https://docs.google.com/a/d51gapps.org/document/d/1psoev1tawy0l_bnTudq-kVqx9wR1dB3ZL1Dife0pDFI/pub</a> (Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0IQudAlgOnd9l3h8i8mLQ/pub">https://docs.google.com/a/d51gapps.org/document/d/1XfxUGaLTki4atD_PCVsUQP0IQudAlgOnd9l3h8i8mLQ/pub</a> (Thumbs Up Rubric)	
<b>Assessment:</b>	Students will be in teams of four to compete in a cooperative game that requires teamwork, following rules, positive encouragement, and safety. The team will be evaluated on their success in the game by another group of peers using a student developed rubric (refer to student resources).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>work with a partner to analyze a rubric.</li> <li>share their rubric verbally with the teacher.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The Teacher may: <ul style="list-style-type: none"> <li>add additional categories to the rubric.</li> <li>increase the number of categories</li> </ul>	Students may: <ul style="list-style-type: none"> <li>develop a more difficult rubric with more categories.</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>Safety rules</li> <li>Positive communication</li> <li>Participation without distracting peers</li> <li>Application of self and instructor feedback to improve performance and physical movement.</li> <li>Safety and behavior expectations</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> </ul>	

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

<b>Learning Experience # 5</b>		
<p>The teacher may provide examples of performances that demonstrate elements of a rubric (e.g. Dancing with the Stars video) so students can make connections between the rubric and their own performance. <a href="http://abc.go.com/shows/dancing-with-the-stars/video/most-recent/VDKA3388266">http://abc.go.com/shows/dancing-with-the-stars/video/most-recent/VDKA3388266</a> (Dancing with The Stars Clip: The Brady Bunch)</p>		
<b>Generalization Connection(s):</b>	Identification of strengths and weaknesses of a performance activity promotes improvement of a skill or physical movement.	
<b>Teacher Resources:</b>	<a href="http://abc.go.com/shows/dancing-with-the-stars/video/most-recent/VDKA3388266">http://abc.go.com/shows/dancing-with-the-stars/video/most-recent/VDKA3388266</a> (Dancing with The Stars Clip: The Brady Bunch) <a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub</a> (Final Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric)	
<b>Student Resources:</b>	<a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub</a> (Final Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric)	
<b>Assessment:</b>	Students will begin creating a routine highlighting their skills and including elements required in the rubric. Once the routine is created, students will do a preliminary performance for teacher critique and self evaluate using a final assessment rubric.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>● work with a partner to create a dance.</li> <li>● share their thinking verbally with the teacher.</li> <li>● watch other students a few more times.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

	<p>The Teacher may:</p> <ul style="list-style-type: none"> <li>• add additional elements to the routine.</li> </ul>	<p>Students may:</p> <ul style="list-style-type: none"> <li>• develop a more difficult routine.</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>• Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>• positive communication</li> <li>• Application of self and instructor feedback to improve performance and physical movement.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>• Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>• Use positive communication</li> <li>• Apply self and instructor feedback to improve performance and physical movement.</li> </ul>	
<b>Critical Language:</b>	Feedback, Routine, Performance, Analyze, Physical movement	

<b>Learning Experience # 6</b>		
The teacher may provide examples of performances and critiques from judges (e.g. Dancing with the Stars video) so students can analyze how to make modifications in their routines.		
<b>Generalization Connection(s):</b>	Problem solving and analysis improves performance of a skill or physical movement.	
<b>Teacher Resources:</b>	<a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub</a> (Final Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric) <a href="https://www.youtube.com/watch?v=HgleMM7k8LM">https://www.youtube.com/watch?v=HgleMM7k8LM</a> (Jessie Graff from American Ninja Warrior) <a href="https://www.youtube.com/watch?v=j4PEKJ5HtqI">https://www.youtube.com/watch?v=j4PEKJ5HtqI</a> (Little Big Shots - Yoshi, the Three-Year-Old Ninja Warrior (Episode Highlight)	
<b>Student Resources:</b>	<a href="https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub">https://docs.google.com/a/d51gapps.org/document/d/1IX-VDSR6MWkQM1AR5rpA-IT6_oL2ZmcRvJJmT9S0G8/pub</a> (Final Emoji Rubric) <a href="https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub">https://docs.google.com/a/d51gapps.org/document/d/1UUeUKP6iilDrVCpa6eTIHKajeVT1-hlucZPy4wezygU/pub</a> (Final Thumbs Up Rubric) <a href="https://www.youtube.com/watch?v=HgleMM7k8LM">https://www.youtube.com/watch?v=HgleMM7k8LM</a> (Jessie Graff from American Ninja Warrior)	
<b>Assessment:</b>	Students will use critiques from the teacher and self evaluation to make modifications for the final performance.	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A	Students may: <ul style="list-style-type: none"> <li>● work with a partner to create a dance.</li> <li>● share their thinking verbally with the teacher.</li> <li>● watch other students a few more times.</li> <li>● work with a partner to analyze the routine.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The Teacher may: <ul style="list-style-type: none"> <li>● add additional elements to the routine.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● develop a more difficult routine.</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Positive communication</li> <li>● Application of self and instructor feedback to improve performance and physical movement.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement.</li> <li>● Use positive communication</li> <li>● Apply self and instructor feedback to improve performance and physical movement.</li> </ul>	
<b>Critical Language:</b>	Performances, Critiques, Judges, Analyze, Modifications	