

Unit Title: Moving Objects

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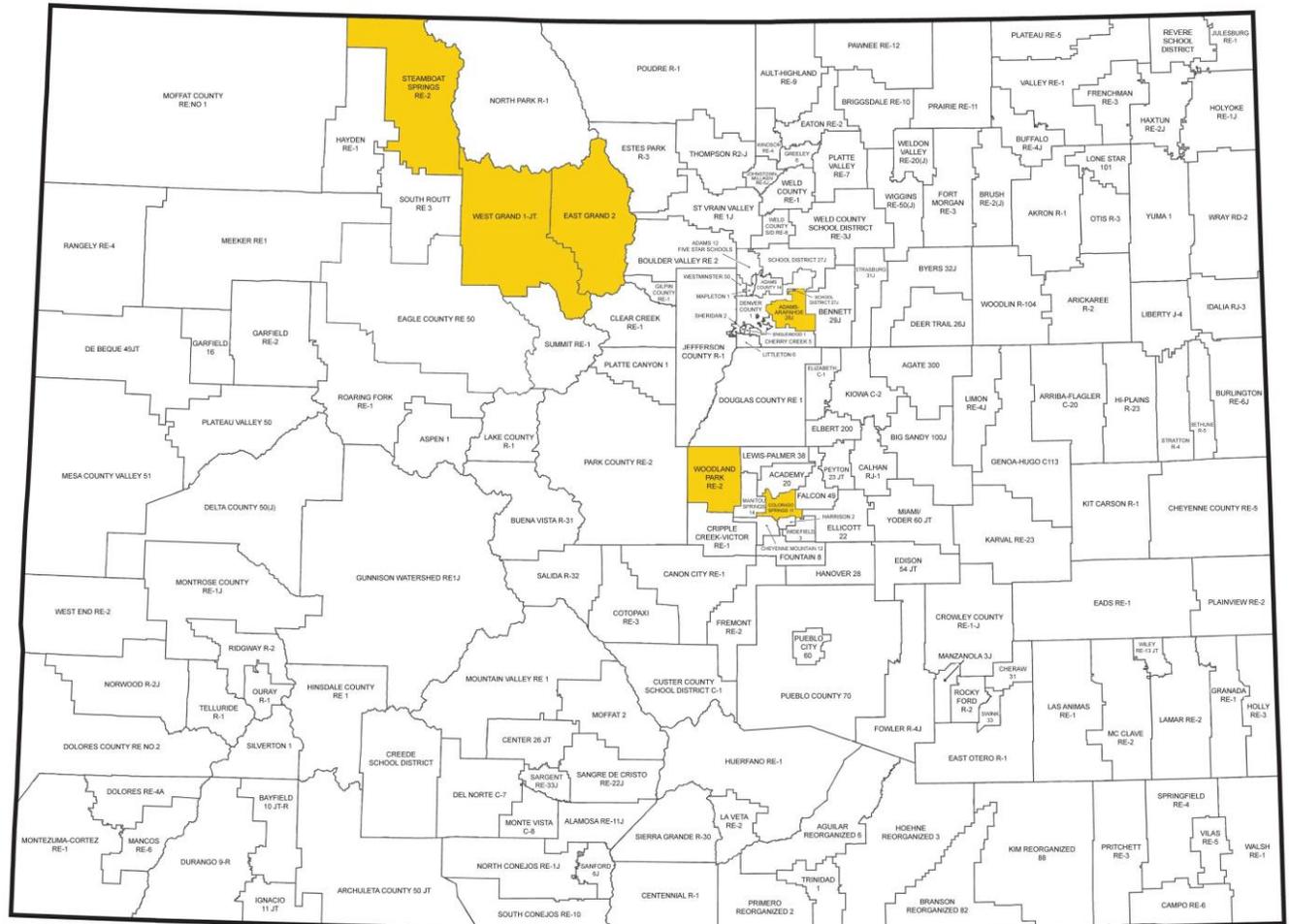
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Physical Education	Grade Level	1 st Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement Competence and Understanding	1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements	PE09-GR.1-S.1-GLE.1
	2. Demonstrate fundamental manipulative skills	PE09-GR.1-S.1-GLE.2
	3. Establish a beginning movement vocabulary	PE09-GR.1-S.1-GLE.3
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity	PE09-GR.1-S.2-GLE.1
3. Emotional and Social Wellness	1. Work independently and with others to complete work	PE09-GR.1-S.3-GLE.1
	2. Follow the rules of an activity	PE09-GR.1-S.3-GLE.2
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports	PE09-GR.1-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

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Moving Objects	10-12 Weeks	5

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Unit Title	Moving Objects		Length of Unit	10-12 Weeks
Focusing Lens(es)	Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.2 PE09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does one get better at throwing a ball? (PE09-GR.1-S.1-GLE.2-EO.b,d; IQ.1,2 ; RA.1,2,3,4; N.3,4) • What is the most effective way to throw a ball? (PE09-GR.1-S.1-GLE.2-EO.b,d; IQ.1,2 ; RA.1,2,3,4; N.3,4) • When is striking used in games and sports? (PE09-GR.1-S.1-GLE.2-EO.c,h; IQ.3; RA.1,2,3,4,5; N.1,3,4) • Is it easier to catch a bigger object or a smaller one? Why? (PE09-GR.1-S.1-GLE.2-EO.e,f; IQ.4; RA.1,2,3,4,5; N.1,3,4) 			
Unit Strands	Movement Competence and Understanding, Prevention and Risk Management			
Concepts	Force, Speed, Effort, Flow, Directionality, Levels, Cooperation, Reasoning, Responsibility; Space, Opposition, Manipulation, Patterns, Recognition, Demonstration			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Force, speed, and effort are all requisite components in manipulating an object to a desired target. (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h; IQ.1,2,3,4; RA.2,3,4; N.1,3,4)	Is more force required to reach a target that is further away?	Does the speed of an object change based upon the force that it is struck with.
Responsible use of equipment leads to cooperative manipulation when working with a partner or a team. (PE09-GR.1-S.4-GLE.1-EO.a; IQ.1,2; RA.2; N.2)	Will a partner choose to work with you if you do not use equipment responsibly?	Why is safe use of equipment important when working with others?
Demonstration of spatial awareness assists safe manipulative activities. (PE09-GR.1-S.4-GLE.1-EO.a; IQ.1,2; RA.2; N.2)	Do games and activities require modification and adjustments based on space availability?	Why is it important to know your surroundings when using striking implements?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Underhand Throwing patterns (PE09-GR.1-S.1-GLE.2-EO.c) • Catching (PE09-GR.1-S.1-GLE.2-EO.c) • Foot opposition for throwing (PE09-GR.1-S.1-GLE.2-EO.b,d) • Manipulation of objects (PE09-GR.1-S.1-GLE.1-EO.e) • Kicking (PE09-GR.1-S.1-GLE.2-EO.g) • Dominant hand dribbling (PE09-GR.1-S.1-GLE.2-EO.a) • Striking stationary objects (PE09-GR.1-S.1-GLE.2-EO.c) • Striking moving objects (PE09-GR.1-S.1-GLE.2-EO.h) • Safety practices (PE09-GR.1-S4-GLE.1-EO.a) 	<ul style="list-style-type: none"> • Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces (PE09-GR.1-S.1-GLE.2-EO.c) • Throw a ball while stepping forward in opposition, an object with an overhand and underhand motion (PE09-GR.1-S.1-GLE.2-EO.b,d) • Catch a thrown large object with both hands (PE09-GR.1-S.1-GLE.2-EO.f) • Manipulate objects such as jump ropes, scarves, hoops and balls (PE09-GR.1-S.1-GLE.1-EO.e) • Kick a stationary object using a simple kicking pattern (PE09-GR.1-S.1-GLE.2-EO.g) • Standing in place, dribble a ball 5 times with the dominant hand (PE09-GR.1-S.1-GLE.2-EO.a) • Strike a stationary object (PE09-GR.1-S.1-GLE.2-EO.c) • Use body parts and light implements to strike stationary and moving objects (PE09-GR.1-S.1-GLE.2-EO.h) • Recognize appropriate safety practices in general space (PE09-GR.1-S4-GLE.1-EO.a)

<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>I can participate in activities that require me to use objects to control other objects in a responsible way.</i></p>
<p>Academic Vocabulary:</p>	<p>Recognize, appropriate, large, object, pattern, stationary</p>
<p>Technical Vocabulary:</p>	<p>Toss, underhand, overhand, bounce, throw, catch, jump rope, kick, strike, objects</p>

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Unit Description:	This unit allows students to experience manipulation of a variety of objects. (e.g. balls, hoops, scarves, beanbags). The focus is on discovering the relationship between force, speed, and effort as it relates to tossing, catching, kicking, dribbling, striking, and safety practices. This unit culminates with peer groups using their understandings of key skills (e.g. tossing, kicking...) and concepts (e.g. force, speed..) to design and perform cooperative activities at stations.
Considerations:	<p>Most first grade students will have a general understanding of personal space, general space, locomotor skills, responsible use of equipment, and expectations for partner cooperation. However first graders will vary in developmental readiness, therefore this unit is designed to allow students to develop and/or experience manipulation of objects.</p> <p>In addition you may need to consider:</p> <ul style="list-style-type: none"> • time spent with students (i.e length of class, number of days a week) • space • class size • physical challenges
Unit Generalizations	
Key Generalization (s):	Responsible use of equipment leads to cooperative manipulation when working with a partner or a team
Supporting Generalizations:	Force, speed, and effort are all requisite components in manipulating an object to a desired target Demonstration of spatial awareness assists safe manipulative activities

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Responsible use of equipment leads to cooperative manipulation when working with a partner or a team.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>You and your peers will be a Physical Education teacher for the day. With a group of (2-3) peers design a cooperative activity using the equipment and skills at various stations. Stations may include a variety of equipment (e.g. balls, hoops, scarves, balloons, jump ropes, hockey sticks, bean bags). Skills may include:</p> <ul style="list-style-type: none"> • Overhand throwing and catching a ball through a hoop • Manipulate a hula hoop to a partner in different directions • Striking an object towards a target • Kick to a target • Dribble a ball with your hand • Underhand toss object to partner or target
Product/Evidence: (Expected product from students)	<p>Students will demonstrate safe and responsible manipulation of moving objects while working in small groups to develop cooperative activities. These stations should include but not be limited to demonstration of the following skills:</p> <ul style="list-style-type: none"> • Overhand/underhand throwing and catching • Striking • Kicking • Dribbling

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Differentiation: (Multiple modes for student expression)	Students may create the activity for the station if they are unable to physically participate. The activity stations and equipment should be selected to allow differentiation to accommodate individual student needs (e.g. yarn balls, foam balls, large and small balls).
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Teaching Children Responsible Behavior</i> by Sandra Hagenbach (Lexile Band 280-480)	<i>My Weird School #5: Miss Small Is Off the Wall!</i> by Dan Gutman (Lexile Level 660) <i>If Everyone Did (Cooperation)</i> by Jo Ann Stover (Lexile Level 660) <i>My Mouth Is A Volcano (Respect)</i> by Julia Cook (Lexile Band 280-580) <i>Personal Space Camp (Personal Space)</i> by Julia Cook (Lexile Band 280-580) <i>Teamwork Isn't My Thing, and I Don't Like to Share (Best Me I Can Be) (Teamwork and Sharing)</i> by Julia Cook (Lexile Band 280-580)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a physical educator: maintain safe practices while using equipment	Teacher Resources:	http://www.gov.pe.ca/photos/original/eecd_phyeduguid.pdf (Activity safety guidelines) http://www.pecentral.org/climate/perules.html (Sample Physical Education rules and guidelines)
	Skills:	Recognize appropriate safety practices in general space	Student Resources:	
	Assessment:		Assessment:	Students will identify one safety procedure each day. (e.g. pair share, sticky notes, exit slip, class discussion)
2.	Description:	Think/work like a physical educator: use responsible/ cooperative behaviors with partners or in your team	Teacher Resources:	http://www.pecentral.org/climate/perules.html (Sample Physical Education rules and guidelines)
	Skills:	Demonstrate responsible use of equipment to facilitate cooperation	Student Resources:	
	Assessment:		Assessment:	Students will identify ways to show responsibility with equipment (e.g. pair share, sticky notes, exit slip, class discussion)
3.	Description:	Think/work like a physical educator: move in control in personal and general space while not bumping into others or manipulatives	Teacher Resources:	http://lessonplanspage.com/pehalloweenspatialawarenessgamesk3-htm/ (Lesson idea for teaching spatial awareness) http://www.sparkpe.org/wp-content/uploads/2009/11/K2_BaF_Gen_Space.pdf (Lesson and background information on personal and general space)

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			Student Resources:	https://www.youtube.com/watch?v=9q-NpXWPg2Y (Video of students demonstrating spatial awareness)
	Skills:	Demonstrate safe movement and manipulation of their bodies and equipment in general space	Assessment:	Students will identify the difference between personal and general space and how to safely manipulate equipment in each environment. (e.g. think-pair-share, exit ticket, class discussion, draw illustration)

Prior Knowledge and Experiences

The learning experiences build on a presumed student working knowledge of personal responsibility, cooperative skills, safe movement and travel. Student experiences and developmental readiness will vary due to socio economic opportunities and prior kindergarten enrichment activities.

Learning Experience # 1

The teacher may introduce the concept of manipulation by presenting various objects so students can connect physical movement to its role in manipulating objects.

Generalization Connection(s):	Responsible use of equipment leads to cooperative manipulation when working with a partner or a team Demonstration of spatial awareness assists safe manipulative activities	
Teacher Resources:	https://www.youtube.com/watch?v=ukKYglERK1I (Partner manipulatives with ball) https://www.youtube.com/watch?v=UcBLrboXrvQ (Juggling video) https://www.youtube.com/watch?v=BZycAVMMKQk (6 year old boy juggling soccer ball) https://www.youtube.com/watch?v=kqzk7KREDe8&feature=youtu.be (Female Soccer Freestyle Skills)	
Student Resources:	https://www.youtube.com/watch?v=ukKYglERK1I (Partner manipulatives with ball) http://www.peuniverse.com/Videos/detail.cfm?post_id=152 (Bean bag tricks)	
Assessment:	Students will use various equipment (e.g. hula hoops, scarves, yarn balls) to explore multiple ways to manipulate objects in personal space. Answering the question: "In what ways can we make these objects move?"	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide adaptive equipment	Students may use modified equipment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate multiple ways to manipulate one or more pieces of equipment	Students may demonstrate multiple ways to manipulate one piece of equipment Students may manipulate two or more pieces of equipment
Critical Content:	<ul style="list-style-type: none"> Underhand Throwing patterns Catching 	

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	<ul style="list-style-type: none"> • Manipulation of objects • Kicking • Striking stationary objects
Key Skills:	<ul style="list-style-type: none"> • Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces • Throw a ball • Catch a thrown large object with both hands • Manipulate objects such as jump ropes, scarves, hoops and balls • Kick a stationary object using a simple kicking pattern
Critical Language:	Manipulation, Toss, Underhand, Overhand, Bounce, Throw, Catch, Jump Rope, Kick, Strike, Objects, Recognize, Appropriate, Large, Object, Pattern, Stationary

Learning Experience # 2

The teacher may define the use of equipment in general space versus personal space so the students may distinguish how to safely use various manipulatives.

Generalization Connection(s):	Demonstration of spatial awareness assists safe manipulative activities	
Teacher Resources:	http://www.education.com/activity/article/bean-bag-challenges/ (Article with suggested bean bag activities) https://docs.google.com/a/egsd.org/document/d/1f5DTgLPdu6jllkndBOxEaFsMhsh8GCUcCozdHGf1w/edit (Hula hoop activities) http://www.sporttasman.org.nz/webfm_send/739 (Activities with scarves) http://www.pelinks4u.org/teaching/para.htm (Parachute activities)	
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1569 (Hula hoop activities kids are demonstrating)	
Assessment:	Students will identify ways to use equipment safely in personal space and general space (e.g. Think-Pair-Share, class discussion, exit ticket).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide adaptive equipment	Students may use adaptive equipment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate multiple ways to manipulate one or more pieces of equipment	Students may demonstrate multiple ways to manipulate one or more pieces of equipment
Critical Content:	<ul style="list-style-type: none"> • Striking stationary objects • Striking moving objects • Safety practices 	

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Key Skills:	<ul style="list-style-type: none"> • Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces • Catch a thrown large object with both hands • Manipulate objects such as jump ropes, scarves, hoops and balls • Standing in place, dribble a ball 5 times with the dominant hand • Use body parts and light implements to strike stationary and moving objects • Recognize appropriate safety practices in general space
Critical Language:	Toss, Underhand, Overhand, Bounce, Throw, Catch, Jump Rope, Kick, Strike, Objects, Recognize, Appropriate, Large, Object, Pattern, Stationary

Learning Experience # 3		
The teacher may demonstrate efficient effort when tossing and catching so students can begin to investigate and discover the relationship between the speed and force required to reach intended targets.		
Generalization Connection(s):	Force, speed, and effort are all requisite components in manipulating an object to a desired target	
Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=473 (Multiple underhand toss activities) http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=134 (Underhand toss cues) http://www.peuniverse.com/Videos/detail.cfm?post_id=1900 (Catching fundamentals)	
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=473 (Multiple underhand toss activities) http://www.peuniverse.com/Videos/detail.cfm?post_id=1900 (Catching fundamentals)	
Assessment:	<p>The students will name the critical cues for underhand tossing and the critical cues for catching at various levels. (e.g. Think Pair-Share, class discussion, exit ticket, etc.)</p> <p>The students will pair up, choose one tossing object and space themselves apart so all pairs will be tossing in the same direction. The teacher will prompt students to arrange their partnership to a distance that is appropriate for underhand tossing with different forces, speeds, and effort. (e.g. “Arrange your partnership to a distance that is appropriate for an underhand toss with high force.”)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assign partnerships The teacher may provide a checklist or the opportunity for verbal assessment The teacher may provide a variety of equipment (e.g. large balls, small foam balls, bean bags)	Students may work with a teacher-selected partner Students may use written expression (words and pictures) or verbal expression to demonstrate their understanding of the relationships investigated Students may evaluate other student’s performance using a checklist or verbal communication
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a variety of equipment ranging in size and weight	Students may demonstrate their understanding with a variety of equipment provided

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Critical Content:	<ul style="list-style-type: none"> • Underhand Throwing patterns • Catching • Foot opposition for throwing • Manipulation of objects • Safety practices
Key Skills:	<ul style="list-style-type: none"> • Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces • Toss a ball while stepping forward in opposition • Catch an object with both hands • Recognize appropriate safety practices in general space
Critical Language:	Appropriate, Large, Distance of intended target, Opposition, Underhand Toss/Throw, Levels, Directionality, Reasoning

Learning Experience # 4

The teacher may demonstrate efficient overhand throwing and catching so students can begin to investigate and discover the relationship between the speed and force required to reach intended targets and how it compares to underhand throwing.

Generalization Connection(s):	Force, speed, and effort are all requisite components in manipulating and object to a desired target
Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1900 (Catching fundamentals) http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=54 (Overhand throwing cues) http://www.peuniverse.com/Videos/detail.cfm?post_id=1155 (Knockout throwing activity) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram)
Student Resources:	http://phypedreview.weebly.com/pe-posters.html (Posters with visuals of critical elements) http://www.peuniverse.com/Videos/detail.cfm?post_id=1900 (Catching fundamentals) http://www.peuniverse.com/Videos/detail.cfm?post_id=1155 (Knockout throwing activity)
Assessment:	<p>The students will verbally or physically share similarities and differences in underhand tossing and overhand throwing. This can be facilitated by the teacher as a class discussion and can be written on the board (Venn diagram style or an alternative style appropriate for students). An alternative would be to divide the gym into a similarity side and a difference side. The teacher can announce a critical component of throwing and/or tossing, and students can respond by physically moving to the designated side. The students will pair up, choose one throwing object, and space themselves so all pairs will be throwing in the same direction. The teacher will prompt students to arrange their partnership to a distance that is appropriate for different combinations of overhand throwing/underhand tossing and force, speed, and effort are addressed. (e.g. "Arrange your partnership to a distance that is appropriate for an underhand toss with high force.") http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram)</p>

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a variety of ways to express their understanding of the relationships The teacher may provide a checklist or the opportunity for verbal assessment	Students may use written expression (words and pictures) or verbal expression to show understanding of the relationships investigated Students may evaluate other student’s performance using a checklist or verbal communication
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a variety of equipment ranging in sizes and weight	Students may demonstrate their throwing skills with a variety of equipment and exhibit the ability to adjust to multiple distances
Critical Content:	<ul style="list-style-type: none"> • Underhand Throwing patterns • Catching • Foot opposition for throwing • Manipulation of objects • Safety practices 	
Key Skills:	<ul style="list-style-type: none"> • Throw a ball while stepping forward in opposition, an object with an overhand and underhand motion • Catch a thrown large object with both hands • Recognize appropriate safety practices in general space 	
Critical Language:	Recognize, Appropriate, Large, Distance of intended target, Opposition, Underhand Toss/Throw, Overhand Throw	

Learning Experience # 5	
The teacher may introduce the concept of striking so students can apply the critical elements of striking using practice swings. (e.g. eyes on the object, contact with a flat surface, and follow through)	
Generalization Connection(s):	Force, speed and effort are all requisite components in manipulating an object to a desired target
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6108#.Vlh4ZjHF-So (Striking a beach ball) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.Vlh-fGTF--o (Cone baseball teams of 3 striking) http://www.peuniverse.com/Videos/detail.cfm?post_id=1152 (Noodle baseball)
Student Resources:	http://curriculum.austinisd.org/pe_health/elem/pe/skills_themes_units/documents/volleyskillcues.pdf (Striking posters with critical elements) http://www.peuniverse.com/Videos/detail.cfm?post_id=1152 (Noodle baseball) http://www.peuniverse.com/Videos/detail.cfm?post_id=1503 (Balloon keep it up striking)
Assessment:	Students will perform striking movements with an object (e.g. paddle, racket, hockey stick) and self-assess (e.g. thumbs up, exit ticket) on the critical elements (e.g. eyes on the object, contact with a flat surface, and follow through).

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide adaptive equipment	Students may use modified equipment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate multiple ways to strike an object	Students may demonstrate multiple ways to strike using a variety of body parts and equipment surfaces
Critical Content:	<ul style="list-style-type: none"> • Striking stationary objects • Striking moving objects • Safety practices 	
Key Skills:	<ul style="list-style-type: none"> • Manipulate objects such as jump ropes, scarves, hoops and balls • Strike a stationary object • Use body parts and light implements to strike stationary and moving objects • Recognize appropriate safety practices in general space 	
Critical Language:	Manipulation, Underhand, Overhand, Bounce, Strike, Objects, Recognize, Appropriate, Large, Object, Pattern, Stationary, Follow through, Spatial awareness, Opposition	

Learning Experience # 6		
The teacher may introduce safety precautions around kicking (e.g. spacing, force, directionality) and the critical elements (e.g. eye on the ball, step next to the ball and follow through) so students can apply the concepts of speed, force, and effort using practice kicks.		
Generalization Connection(s):	Force, speed, and effort are all requisite components in manipulating an object to a desired target Demonstration of spatial awareness assists safe manipulative activities Responsible use of equipment leads to cooperative manipulation when working with a partner or a team	
Teacher Resources:	http://www.pecentral.org/lessonideas/Cues/ViewCues.asp?ID=85 (Kicking cues) http://www.peuniverse.com/Videos/detail.cfm?post_id=1605 (3 step kick) http://people.uncw.edu/elliotts/Elliott_Soccer.pdf (Soccer lesson plans) http://www.peuniverse.com/Videos/detail.cfm?post_id=877 (Pins down activity)	
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1605 (3 step kick) http://www.peuniverse.com/Videos/detail.cfm?post_id=877 (Pins down activity)	
Assessment:	Students will demonstrate safe practices and the critical elements of kicking a stationary ball during a variety of activities (e.g. stations set up with targets, kicking to partner, partner tunnel activity, kicking at wall, kicking ball different directions to various targets).	

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide adaptive equipment	Students may use modified equipment Student may verbally describe or illustrate the critical elements of kicking
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate multiple ways of kicking using multiple surfaces of foot, non-dominant foot, and a variety of equipment The teacher may prompt students to peer teach kicking	Students may demonstrate multiple ways of kicking using multiple surfaces of foot, non-dominant foot, and a variety of equipment Students may peer teach kicking
Critical Content:	<ul style="list-style-type: none"> • Manipulation of objects • Kicking • Safety practices 	
Key Skills:	<ul style="list-style-type: none"> • Manipulate objects such as jump ropes, scarves, hoops and balls • Kick a stationary object using a simple kicking patterns • Strike a stationary object • Use body parts and light implements to strike stationary and moving objects • Recognize appropriate safety practices in general space 	
Critical Language:	Manipulation, Bounce, Kick, Strike, Objects, Recognize, Appropriate, Large, Object, Pattern, Stationary, Opposition, Directionality	

Learning Experience # 7		
The teacher may use a video of (e.g. an expert dribbler) so students recognize and practice the critical cues of efficiently dribbling a ball. (e.g. eyes up, use finger pads, ball at your side, and waist level)		
Generalization Connection(s):	Force, speed, and effort are all requisite components in manipulating an object to a desired target Demonstration of spatial awareness assists safe manipulative activities	
Teacher Resources:	http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=69 (Hand dribbling cues) http://www.peuniverse.com/Videos/detail.cfm?post_id=1267 (Basketball dribbling game) http://www.peuniverse.com/Videos/detail.cfm?post_id=948 (Hockey tag, stick dribbling) https://www.youtube.com/watch?v=JuqfR-jp09Y (Advanced ball handling video)	
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1267 (Basketball dribbling game) http://www.peuniverse.com/Videos/detail.cfm?post_id=948 (Hockey tag, stick dribbling)	
Assessment:	Students will create a dribbling pattern with a partner (e.g. five dribbles forward at a high level, catch and spin body 360 degrees, two dribbles backwards at a low level, toss ball in air and catch).	

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide adaptive equipment (e.g. playground ball, beach ball) and adaptive activities (e.g. bounce-catch-bounce)	Students may use modified equipment Students may illustrate on paper or verbally express their understanding of the critical elements of dribbling and safety guidelines
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate multiple ways to manipulate one or more pieces of equipment	Students may demonstrate multiple ways to manipulate one piece of equipment. (e.g. dribble sitting in a chair, on one knee, sitting on floor, non-dominant hand, sitting on a fit ball, balanced on one leg) Students may manipulate two or more pieces of equipment
Critical Content:	<ul style="list-style-type: none"> • Dominant hand dribbling 	
Key Skills:	<ul style="list-style-type: none"> • Manipulate objects such as jump ropes, scarves, hoops and balls • Standing in place, dribble a ball 5 times with the dominant hand • Recognize appropriate safety practices in general space 	
Critical Language:	Manipulation, Bounce, Objects, Recognize, Appropriate, Pattern, Stationary, Directionality, Levels	

Learning Experience # 8	
The teacher may provide multiple manipulation activities (e.g. tossing, catching, kicking) so students can apply spatial awareness, responsible use of equipment, and knowledge of force, speed and effort.	
Generalization Connection(s):	Force, speed, and effort are all requisite components in manipulating an object to a desired target Responsible use of equipment leads to cooperative manipulation when working with a partner or a team Demonstration of spatial awareness assists safe manipulative activities
Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1791 (Station ideas) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1084#.VliLnmTF--o (Bouncing and catching activity) http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=119 (Foot dribbling cues) http://www.peuniverse.com/Videos/detail.cfm?post_id=641 (Mini parachute activities) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2175#.VliwVzHF-So (Scarf tossing lesson) http://www.peuniverse.com/Videos/detail.cfm?post_id=1327 (1v1 hockey games) http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/prim_elem/9.pdf (Lesson ideas projecting and receiving objects)
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=1327 (1v1 hockey games) https://www.youtube.com/watch?v=ukKYglERK1I (Partner manipulatives with ball) http://www.peuniverse.com/Videos/detail.cfm?post_id=152 (Bean bag tricks)

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students may demonstrate spatial awareness, responsible use of equipment, and knowledge of force speed and effort while rotating through teacher created stations. (e.g. 1v1 hockey, egg toss, keep it up, kicking at a target, dribbling obstacle course, overhand throwing through hula hoop, toss and catch using mini parachute, throwing and catching scarves, tossing and catching bean bags, bean bag hockey)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide adaptive equipment and adaptive activities The teacher may prompt students verbally express ideas, illustrate safety applications, or illustrate critical elements	Students may use modified equipment Students may verbally express ideas, illustrate safety applications, or illustrate critical elements
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may prompt students to demonstrate different ways to extend each activity The teacher may prompt students to give positive feedback to other students in their group	Students may demonstrate higher level activities (e.g. dribble two balls, extended distances, time challenges, varying directionality) Students may provide positive feedback to other students in their group
Critical Content:	<ul style="list-style-type: none"> • Underhand Throwing patterns • Catching • Foot opposition for throwing • Manipulation of objects • Kicking • Dominant hand dribbling • Striking stationary objects • Striking moving objects • Safety practices 	
Key Skills:	<ul style="list-style-type: none"> • Toss a ball to oneself, using the underhand throw pattern and catch it before it bounces • Throw a ball while stepping forward in opposition, an object with an overhand and underhand motion • Catch a thrown large object with both hands • Manipulate objects such as jump ropes, scarves, hoops and balls • Kick a stationary object using a simple kicking pattern • Standing in place, dribble a ball 5 times with the dominant hand • Strike a stationary object • Use body parts and light implements to strike stationary and moving objects • Recognize appropriate safety practices in general space 	
Critical Language:	Manipulation, Toss, Underhand, Overhand, Bounce, Throw, Catch, Jump Rope, Kick, Strike, Objects, Recognize, Appropriate, Large, Object, Pattern, Stationary	