

# Unit Title: Sport Related Activities

## INSTRUCTIONAL UNIT AUTHORS

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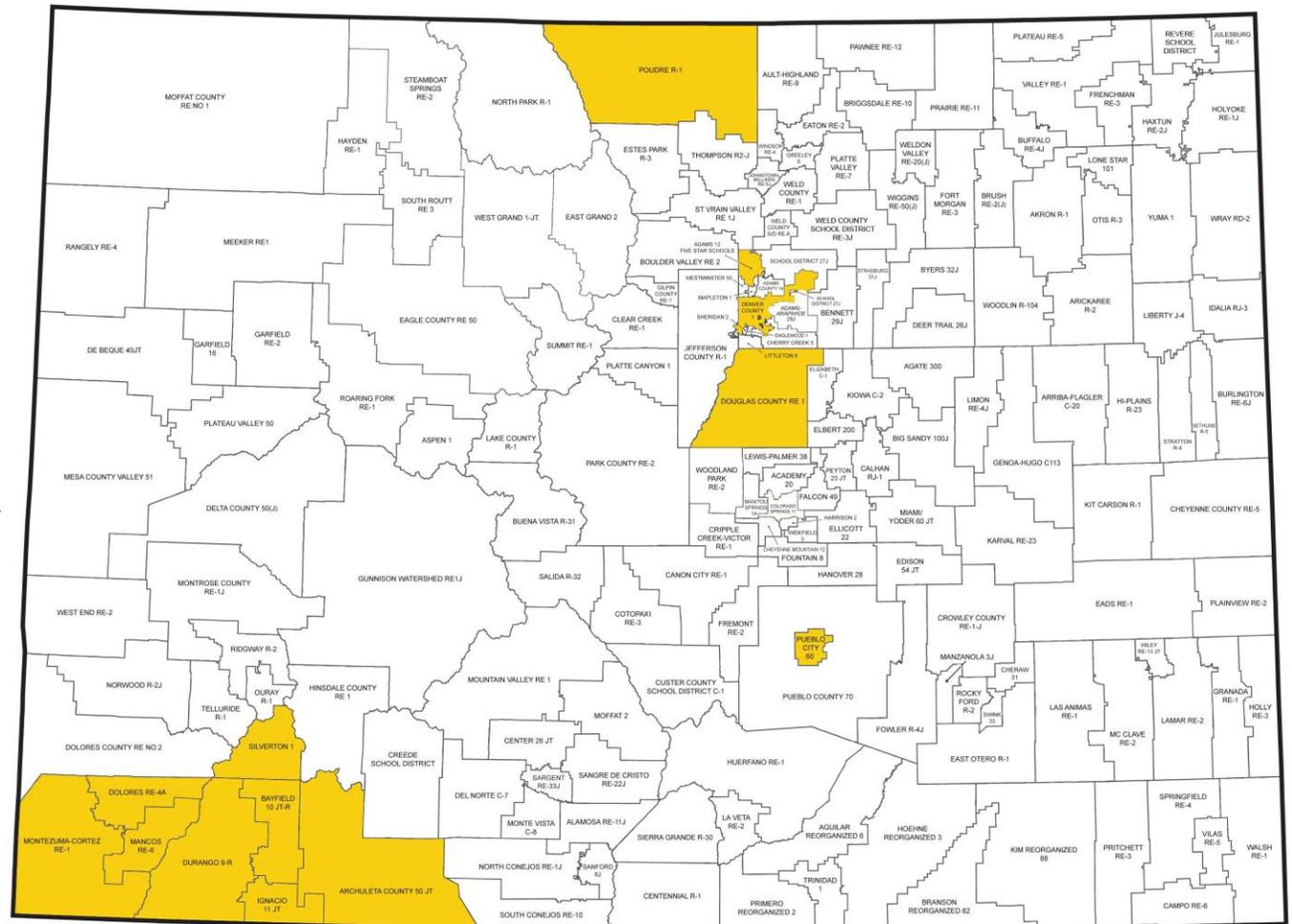
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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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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**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	6 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			

<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>
1. Movement Competence and Understanding	1. Demonstrate beginning strategies for a variety of games and sports	PE09-GR.6-S.1-GLE.1
	2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding	PE09-GR.6-S.1-GLE.2
	3. Use information from a variety of resources to improve performance	PE09-GR.6-S.1-GLE.3
2. Physical and Personal Wellness	1. Set personal goals for improving health-related fitness	PE09-GR.6-S.2-GLE.1
	2. Demonstrate the ability to perform self-paced cardiovascular endurance activities	PE09-GR.6-S.2-GLE.2
	3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness	PE09-GR.6-S.2-GLE.3
3. Emotional and Social Wellness	1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation	PE09-GR.6-S.3-GLE.1
	2. Work cooperatively and productively in a group	PE09-GR.6-S.3-GLE.2
4. Prevention and Risk Management	1. Demonstrate knowledge of safe practices in a physical activity setting	PE09-GR.6-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*

**Colorado's Comprehensive Health and Physical Education Standards**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Sport Related Activities	6 weeks	2

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Sport Related Activities		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Manipulatives	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.6-S.1-GLE.1 PE09-GR.6-S.2-GLE.1 PE09-GR.6-S.2-GLE.2 PE09-GR.6-S.2-GLE.3 PE09-GR.6-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why is it important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3)</li> <li>• What are the different components of fitness? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2)</li> <li>• How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding in Physical Education Physical and Personal wellness Prevention and Risk Management			
<b>Concepts</b>	Safe Behavior, Application, Analysis, Personal Responsibility, Knowledge, Object Control, Patterns.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Safe behavior and responsible decision making demonstrates personal responsibility. (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2)	What does it look like for safety to be a personal responsibility for you?	How do you show safety as a priority?
Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control. (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3)	What knowledge is needed for manipulative development?	Why is analysis of manipulative development important for object control? Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance?
Skillful application of multiple movement patterns leads to success in a variety of physical activities. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2)	How can you take multiple movement patterns and apply them to lead to greater success for you?	How can movement patterns grow in complexity? What are some sports that require more skill and strategy than others?

**Colorado Teacher-Authored Sample Instructional Unit**

<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>• Object control (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f)</li> <li>• Safe use of objects (PE09-GR.6-S.4-GLE.1-EO.a,c)</li> <li>• Relationships to demonstrate complex movements (PE09-GR.6-S.1-GLE.1-EO.g)</li> <li>• 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)</li> <li>• Errors in movement patterns (PE09-GR.6-S.1-GLE.3-EO.b)</li> <li>• Activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate object control (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f)</li> <li>• Demonstrate the safe use of objects (PE09-GR.6-S.4-GLE.1-EO.a,c)</li> <li>• Combine relationships to demonstrate complex movements (PE09-GR.6-S.1-GLE.1-EO.g)</li> <li>• Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b)</li> <li>• How to analyze and correct errors in movement patterns (PE09-GR.6-S.1-GLE.3-EO.b)</li> <li>• Identify activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.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>The student in physical education can safely control a variety of objects and implements in individual, dual and team activities.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Consistency, accuracy, object control</p>
<p><b>Technical Vocabulary:</b></p>	<p>Volley, strike, dribble, throw, implements, self-selected, movement patterns, fitness goals, heart rate, intensity, max heart rate, target heart rate, muscular strength, muscular endurance, cardio-respiratory, flexibility, body composition, rackets, bats, backhand, forehand, levels, speed, relationships, direction, pathways, height, underhand, overhand, sidearm, applied force</p>

### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	This unit cultivates the analysis and application of movement to promote mastery of object control. The focus is on analyzing the patterns within categories of games/activities, movement concepts, fitness components, rules of the game, and skill application. In addition, the ongoing learning experiences are focused on safe participation and responsible decision making. This unit culminates with students developing an original game encompassing movement analysis, application of skills, manipulation, and participation.
<b>Considerations:</b>	Assessment choices must be based upon the tactics or games/activities taught within the unit. This can apply to a dance, gymnastics and jump rope units using different styles as the categories and using different routines as the final product. Teacher may choose to focus on one game at a time with a final culminating comparison or choose multiple games with ongoing comparison. Teacher may use a more direct teaching style by assigning the specific games/activities, tactics and skill components.
<b>Unit Generalizations</b>	
<b>Key Generalization (s):</b>	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control
<b>Supporting Generalizations:</b>	Skillful application of multiple movement patterns leads to success in a variety of physical activities Safe behavior and responsible decision making demonstrates personal responsibility

<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.)	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and a small group of fellow students are game-makers developing an original game that will demonstrate tactical concepts (striking/fielding, net/wall, target, invasion) associated with Invasion games. The objective is to analyze movement and apply your gained knowledge in a concise product (i.e. the game) that requires mastery of object control. You will teach the game to your peers. You and your team will also participate in your fellow classmates' created games.
<b>Product/Evidence:</b> (Expected product from students)	<ul style="list-style-type: none"> <li>The students will create an original game by applying the knowledge gained from movement analysis in a variety of physical activities. The game must include strategic tactics (i.e. creating space, defending against attack, getting on base, hitting proper distance), rules, equipment, and safety modifications (i.e. type of equipment, contact allowed, spatial awareness, ability levels, facilities, and safety equipment and padding). While playing their fellow students' games, students will demonstrate skillful application of object control (i.e.: stepping toward target, leading the receiver, follow-through, force concept, skill components of fitness)</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	<ul style="list-style-type: none"> <li>Students can demonstrate application of knowledge by choosing an Invasion, Net/Wall, Striking/Fielding, Target, or Rhythm activity.</li> <li>Students can demonstrate through a YouTube video, team teach, Prezi, Poster, etc.</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Texts for independent reading or for class read aloud to support the content</b>	
Informational/Non-Fiction	Fiction
<p><i>Children moving: a reflective approach to teaching physical education</i>(Movement Analysis Framework Wheel)- Graham, George (Lexile range 900-1000)</p> <p><i>Performance-based assessment for middle and high school physical education-</i> Lund, Jacalyn Lea, and Mary Fortman Kirk Champaign (Lexile range 900-1100)</p> <p><i>Physical education curriculum activities kit for grades K-6-</i>Wheeler, Keg, and Otto H. Spilker West Nyack (Lexile range 800-1000)</p>	

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think/Work like a game-maker: Decision making	Teacher Resources:	<a href="http://www.teachpe.com/fitness/health.php">http://www.teachpe.com/fitness/health.php</a> (Health Related Components of Fitness) <a href="http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf">http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf</a> (Skill vs. Health related components of fitness sheet/activity) <a href="http://www.sportgent.com/2013/06/24/health-and-skill-related-components-of-fitness/">http://www.sportgent.com/2013/06/24/health-and-skill-related-components-of-fitness/</a> (Health & Skill related assessment pdf download) <a href="http://thenewpe.com/invasion/invasion.html">http://thenewpe.com/invasion/invasion.html</a> (Invasion Game Lesson Plans and Information) <a href="http://www.thephysicaleducator.com/resources/games/">http://www.thephysicaleducator.com/resources/games/</a> (Tactical Game Resource) <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Thinking Maps) <a href="http://my.hrw.com/nsmedia/intgos/html/igo.htm">http://my.hrw.com/nsmedia/intgos/html/igo.htm</a> (Interactive Graphic Organizers) <a href="http://teamvfirstgradefun.blogspot.com/2012/05/thinking-maps.html">http://teamvfirstgradefun.blogspot.com/2012/05/thinking-maps.html</a> (Word walls that could be used to define tactical game categories)
			Student Resources:	<a href="http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf">http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf</a> (Skill vs. Health related components of fitness sheet/activity) <a href="https://docs.google.com/a/dcsdk12.org/file/d/0B4HdfixdoszxN25jZ1zRDY4c2c/edit">https://docs.google.com/a/dcsdk12.org/file/d/0B4HdfixdoszxN25jZ1zRDY4c2c/edit</a> (Skill related student worksheet) <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Double bubble map comparing games within a category)
	Skills:	Identify activities that will help to improve the 5 components of fitness	Assessment:	Students will create a thinking map of the 5 components of Health Related Fitness and the 6 skill component using various activities that fit into the categories. <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Double bubble map comparing games within a category)
2.	Description:	Think/Work like a game-maker: Skill Application	Teacher Resources:	<a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up) <a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)

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			Student Resources:	<p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)</p> <p><a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)</p> <p><a href="http://www.mrsicklerphysicaleducation.com/PE101/Lesson_Materials_files/SportsmanshipEdWksheet.pdf">http://www.mrsicklerphysicaleducation.com/PE101/Lesson_Materials_files/SportsmanshipEdWksheet.pdf</a> (Sportsmanship T-Chart)</p> <p><a href="http://www.wikihow.com/Criticize-Constructively">http://www.wikihow.com/Criticize-Constructively</a> (How to Give Constructive Criticism)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)</p> <p><a href="http://www.YouTube.com">www.YouTube.com</a> (Students can upload their own created game for presentation)</p> <p><a href="http://www.wikihow.com/Make-a-YouTube-Video">http://www.wikihow.com/Make-a-YouTube-Video</a> (How to Create a YouTube Video)</p> <p><a href="http://prezi.com/5w17ge2jovyu/how-to-make-a-prezi-presentation/">http://prezi.com/5w17ge2jovyu/how-to-make-a-prezi-presentation/</a> (How to Create a Prezi)</p> <p><a href="http://prezi.com">http://prezi.com</a> (Student option for presentation)</p>
	Skills:	Demonstrate object control	Assessment:	Students will participate in their fellow peers' created games. Students will be taught the skills, movement, and rules required for the game and analyze the tactics and strategies needed to be successful at the game. Students will play the game using the object control skills.
3.	Description:	Think/Work like a game-maker: Safe Participation	Teacher Resources:	<p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)</p> <p><a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)</p>

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	Skills:	Demonstrate the safe use of objects	Assessment:	The students will be the game-maker of an original tactical game that fits into the categories of games taught in this unit. The student must create and teach their original game after analyzing the object control skills, skill components, rules, safety modifications, and health related fitness components required for the game.
4.	Description:	Think/Work like a game-maker: Analysis	Teacher Resources:	<p><a href="http://www.pecentral.org/assessment/paperandpencil/creategamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/creategamewriteup.pdf</a> (Example of create-a-game write up)  <a href="http://www.pecentral.org/assessment/paperandpencil/creategamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/creategamerubric.pdf</a> (Example of create-a-game rubric)  <a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)  <a href="http://www.pecentral.org/assessment/paperandpencil/creategamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/creategamewriteup.pdf</a> (Example of create-a-game write up)  <a href="http://www.pecentral.org/assessment/paperandpencil/creategamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/creategamerubric.pdf</a> (Example of create-a-game rubric)  <a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)  <i>Performance-Based Assessment for Middle and High School Physical Education</i> by: Jacalyn Lea Lund and Mary Fortman Kirk (Open Response questions p 95-109)</p>
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Skills:	Combine relationships to demonstrate complex movements	Assessment:	The students will be the game-maker of an original tactical game that fits into the categories of games taught in this unit. The student must create and teach their original game after analyzing the object control skills, skill components, rules, safety modifications, and health related fitness components required for the game.

#### Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of skill application and movement analysis (e.g. patterns related to implements, designing of sequences and transitions, and combining movement and analysis of skills demonstrating object control). The unit will encourage mastery of movement analysis, strategies and tactics, application of skills, manipulation, and how they relate to the 5 components of health related fitness.

#### Learning Experience # 1

The teacher may review the skill-related components of fitness (agility, balance, coordination, speed, power, and reaction time) and health-related components of fitness (cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and healthful body composition) so students may begin connecting and applying tactical game concepts to physical fitness.

<b>Generalization Connection(s):</b>	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control
<b>Teacher Resources:</b>	<p><a href="http://www.teachpe.com/fitness/health.php">http://www.teachpe.com/fitness/health.php</a> (Health Related Components of Fitness)</p> <p><a href="http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf">http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf</a> (Skill vs. Health related components of fitness sheet/activity)</p> <p><a href="http://www.sportgent.com/2013/06/24/health-and-skill-related-components-of-fitness/">http://www.sportgent.com/2013/06/24/health-and-skill-related-components-of-fitness/</a> (Health &amp; Skill related assessment pdf download)</p>
<b>Student Resources:</b>	<a href="http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf">http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf</a> (Skill vs. Health related components of fitness sheet/activity)

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="https://docs.google.com/a/dcsdk12.org/file/d/0B4HdfixdoszxN25jZ1lzRDY4c2c/edit">https://docs.google.com/a/dcsdk12.org/file/d/0B4HdfixdoszxN25jZ1lzRDY4c2c/edit</a> (Skill related student worksheet)	
<b>Assessment:</b>	Students will create a thinking map of the 5 components of Health Related Fitness and the 6 skill related components using various activities that fit into the categories. <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Bubble map comparing games within a category)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may assign partners and use an entrance or exit slip and use a tree map posted on the gym wall so students can post on	Students may choose which games they categorize Students may work with a partner
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may increase the number of required games	Students may develop logical arguments to defend how they categorize the physical activities Students may add more games than required
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Analysis</li> <li>• Patterns</li> <li>• Components of Health Related Fitness</li> <li>• Skill Concepts</li> <li>• Categories</li> <li>• Safety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Understanding the components of health related fitness</li> <li>• Understanding the skill concepts</li> <li>• Classifying the games within the categories</li> <li>• Analyzing skills within a variety of games</li> </ul>	
<b>Critical Language:</b>	Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition, Coordination, Balance, Power, Agility, Speed, Reaction Time	

<b>Learning Experience # 2</b>		
The teacher may review types of tactical categories (e.g. invasion, net/wall, striking/fielding, target) so students can explore concepts of movement and object control within a variety of games.		
<b>Generalization Connection(s):</b>	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control	
<b>Teacher Resources:</b>	<a href="http://thenewpe.com/invasion/invasion.html">http://thenewpe.com/invasion/invasion.html</a> (Invasion Game Lesson Plans and Information) <a href="http://www.thephysicaleducator.com/resources/games/">http://www.thephysicaleducator.com/resources/games/</a> (Tactical Game Resource) <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Thinking Maps) <a href="http://my.hrw.com/nsmedia/intgos/html/igo.htm">http://my.hrw.com/nsmedia/intgos/html/igo.htm</a> (Interactive Graphic Organizers)	

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	<a href="http://teamvfirstgradefun.blogspot.com/2012/05/thinking-maps.html">http://teamvfirstgradefun.blogspot.com/2012/05/thinking-maps.html</a> (Word walls that could be used to define tactical game categories)	
<b>Student Resources:</b>	<a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Double bubble map comparing games within a category)	
<b>Assessment:</b>	Students will create a thinking map of the tactical game categories and connect each type of game to a specific movement or type of object control. <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Double bubble map comparing games within a category)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may choose which games they categorize Students may work with a partner
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may add more games than required
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Analysis</li> <li>• Patterns</li> <li>• Tactical Games</li> <li>• Categories</li> <li>• Safety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Understanding the tactical game categories</li> <li>• Classifying the games within the categories</li> <li>• Analyzing concepts to a variety of games</li> <li>• Playing safely</li> </ul>	
<b>Critical Language:</b>	Striking/Fielding, Invasion, Target, Net/Wall, Tree Map, Tactical Games	

<b>Learning Experience # 3</b>		
The teacher may select a tactical category (e.g. invasion, net-wall, striking/fielding, target) and game(s) so students may investigate and evaluate examples of strategies and tactics for specific games (e.g. maintaining possession, creating space, defending against attack, hitting with spin).		
<b>Generalization Connection(s):</b>	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control Safe behavior and responsible decision making demonstrates personal responsibility	
<b>Teacher Resources:</b>	<a href="http://growingyoungmovers.com/resources/post/?pid=81#.U9kl2IYp9G6">http://growingyoungmovers.com/resources/post/?pid=81#.U9kl2IYp9G6</a> (Exploring Strategy and Tactics in Physical Education Download) <a href="http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/">http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/</a> (Strategies and Tactics within activities)	

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	<a href="http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phised/phasesport.pdf">http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phised/phasesport.pdf</a> (Modifying Games to Change the Focus to Fit any PE Teaching Style) <a href="http://www.humankinetics.com/excerpts/excerpts/guidelines-for-helping-athletes-develop-tactical-skills">http://www.humankinetics.com/excerpts/excerpts/guidelines-for-helping-athletes-develop-tactical-skills</a> (Guidelines for helping athletes develop tactical skills) <a href="http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phised/phasesport.pdf">http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phised/phasesport.pdf</a> (Sport Education Model) <a href="http://www.youtube.com/watch?v=6ToFgpxScF8">http://www.youtube.com/watch?v=6ToFgpxScF8</a> (How to Teach 'Think-Pair-Share')	
<b>Student Resources:</b>	<a href="http://youtu.be/CSMVKThEku4">http://youtu.be/CSMVKThEku4</a> (Invasion Game Strategies video/assessment)	
<b>Assessment:</b>	Students will participate in a tactical game (e.g. invasion, net wall etc.) and then discuss as a group (e.g. turn and talk, think-pair-share, shoulder partner) to critique the strategies and tactics of the game to determine individual and team success (e.g. creating space, maintaining possession).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may work with a partner and have access to game modifications
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may take on the role of a leader or coach to teach their peers
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Strategy</li> <li>• Sport Ed Model</li> <li>• TGFU Model</li> <li>• Safety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Making decisions</li> <li>• Analyzing tactics and strategies</li> <li>• Applying physical skills</li> <li>• Cooperating as a team</li> <li>• Playing safely</li> </ul>	
<b>Critical Language:</b>	Strategy and Tactics, Communication, Movement Patterns, Tactical Game Skills (e.g., Volley, Strike, Dribble, Throw, Implements, Cut, Shoot, Ruck, Tackle, Scrum, Dig, Block)	

**Learning Experience # 4**

The teacher may provide examples of multiple types of games (e.g. In all net/wall games, invasion games) so students can analyze movements, tactics, skill components, and fitness components related to successful participation in specific games.

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<b>Generalization Connection(s):</b>	Skillful application of multiple movement patterns leads to success in a variety of physical activities Safe behavior and responsible decision making demonstrates personal responsibility	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=Rv9onxrvxmg">https://www.youtube.com/watch?v=Rv9onxrvxmg</a> (Student Self Video Analysis) <a href="http://thinkingmaps.com/thinking_maps_common_core.php">http://thinkingmaps.com/thinking_maps_common_core.php</a> (Double bubble map comparing games within a category) <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html">http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html</a> (T-Chart Handout) <a href="http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/">http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/</a> (Strategies and Tactics within activities) <a href="http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/">http://www.bbc.co.uk/bitesize/standard/pe/activities/nature_and_purpose/revision/4/</a> (Strategies and Tactics within activities) <a href="http://www.thenewpe.com/curriculum/.../Other%20PE%20Models2.ppt">www.thenewpe.com/curriculum/.../Other%20PE%20Models2.ppt</a> (Tactical Game Power point)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=Rv9onxrvxmg">https://www.youtube.com/watch?v=Rv9onxrvxmg</a> (Student Self Video Analysis) <a href="http://freeology.com/wp-content/files/doublebubble.pdf">http://freeology.com/wp-content/files/doublebubble.pdf</a> (Double-Bubble Thinking Map)	
<b>Assessment:</b>	Students will compare and contrast the tactical games within each category (i.e. basketball and football, volleyball and tennis, bowling and golf, baseball and cricket) to analyze their movement, tactics, skill components, and fitness components needed for each the category being taught. (T-Chart, Double-Bubble Map, Video Analysis of Self or Peers, YouTube Video Analysis of Professional Athlete, Compare/Contrast Essay) <a href="http://freeology.com/wp-content/files/doublebubble.pdf">http://freeology.com/wp-content/files/doublebubble.pdf</a> (Double-Bubble Thinking Map)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may work with a partner
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may teach one of the tactical games to their peers
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Strategy</li> <li>• TGFU Model</li> <li>• Movement concepts</li> <li>• Patterns</li> <li>• Error correction</li> <li>• Skill-related Components</li> <li>• Health-related components</li> <li>• Movement Wheel</li> <li>• Safety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Apply skills and movements</li> <li>• Analyze skills and movements</li> <li>• Compare and contrast tactical games</li> <li>• Apply safety skills</li> <li>• Analyze and correct errors in movement patterns</li> </ul>	

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<b>Critical Language:</b>	Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition, Coordination, Balance, Power, Agility, Speed, Reaction Time, Strategy and Tactics, Communication, Movement patterns, tactical game skills (e.g., Volley, Strike, Dribble, Throw, Implements, Cut, Shoot, Ruck, Tackle, Scrum, Dig, Block)
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**Learning Experience # 5**

The teacher may provide object control levels and manipulation forms so students can begin to self-assess individual skill strengths and applications.

<b>Generalization Connection(s):</b>	Skillful application of multiple movement patterns leads to success in a variety of physical activities Safe behavior and responsible decision making demonstrates personal responsibility
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<b>Teacher Resources:</b>	<a href="http://www.d.umn.edu/~dmillsla/courses/motorlearning/documents/FundamentalObject-ControlSkills.pdf">http://www.d.umn.edu/~dmillsla/courses/motorlearning/documents/FundamentalObject-ControlSkills.pdf</a> (Object Control Skills document) <a href="https://secure.ausport.gov.au/sports_coach/skill_analysis2/skill_cards_an_alternative_approach_to_skill_development">https://secure.ausport.gov.au/sports_coach/skill_analysis2/skill_cards_an_alternative_approach_to_skill_development</a> (Skill cards) <a href="http://www.ncbi.nlm.nih.gov/pubmed/22582694">http://www.ncbi.nlm.nih.gov/pubmed/22582694</a> (Research study on object control K-8 students)
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<b>Student Resources:</b>	<a href="http://quizlet.com/8138670/flashcards">http://quizlet.com/8138670/flashcards</a> (Create your own online flashcards. Could be used for students to review movement skills, tactical games, examples of tactical games)
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<b>Assessment:</b>	Students will create a tactical drill designed to improve object control for a specific game. This drill will be taught to their peers. (e.g. 8x8 tactical soccer drill, one-on-one move basketball drills, etc.)
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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may adapt the equipment used for the object control activities. <a href="http://www.palaestra.com/article/adapting-equipment-teaching-object-control-skills">http://www.palaestra.com/article/adapting-equipment-teaching-object-control-skills</a> (Adapting equipment for object control)	Students may choose which skills they need to improve upon and demonstrate a drill to a peer or the teacher

<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Decision Making</li> <li>• Fundamental Object Control</li> <li>• Strategy</li> <li>• Tactics</li> <li>• Skill Application</li> <li>• Safety</li> </ul>
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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Applying skills</li> <li>• Analyzing tactics and strategies</li> <li>• Making Decisions</li> <li>• Controlling fundamental objects</li> <li>• Playing safely</li> </ul>
<b>Critical Language:</b>	Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition, Coordination, Balance, Power, Agility, Speed, Reaction Time, Strategy and Tactics, Communication, Movement patterns, Tactical game skills (e.g., Volley, Strike, Dribble, Throw, Implements, Cut, Shoot, Ruck, Tackle, Scrum, Dig, Block)

<b>Learning Experience # 6</b>		
The teacher may introduce a game so students may evaluate their knowledge of movement and strategic patterns within tactical game categories (e.g. net/wall games, invasion games etc.)		
<b>Generalization Connection(s):</b>	Analysis of movement and ability to apply the knowledge gained from analysis promotes mastery of object control Safe behavior and responsible decision making demonstrates personal responsibility	
<b>Teacher Resources:</b>	<a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up) <a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric) <a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)	
<b>Student Resources:</b>	<a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up) <a href="http://www.YouTube.com">www.YouTube.com</a> (Students can upload their own created game for presentation) <a href="http://www.wikihow.com/Make-a-YouTube-Video">http://www.wikihow.com/Make-a-YouTube-Video</a> (How to Create a YouTube Video) <a href="http://prezi.com/5w17ge2jovyu/how-to-make-a-prezi-presentation/">http://prezi.com/5w17ge2jovyu/how-to-make-a-prezi-presentation/</a> (How to Create a Prezi) <a href="http://prezi.com">http://prezi.com</a> (Student option for presentation) <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJkRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJkRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw</a> (Sports Ed model)	
<b>Assessment:</b>	Students will teach a first version of their original game to their peers that fits into one of the categories of games taught in this unit. Instruction must include object control skills, skill components, rules, safety modifications, and health related fitness components required for the game.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may select which category of games the students will create	Students may work with a peer to teach a selected game

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJkRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJkRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw</a> (Sports Ed model)	<a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJKRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;sqi=2&amp;ved=0CCQQFjAB&amp;url=http%3A%2F%2Fwww.pecentral.org%2Flessonideas%2Fcollege%2Fingrid%2FSportEducationmodelStudentWork.ppt&amp;ei=Qzk9VIGuLSvvyASS1oD4Dw&amp;usg=AFQjCNHXftBHRRv0cSUjttMwRemEBGcfrA&amp;sig2=C6gJKRElgHdfND-7UjoSew&amp;bvm=bv.77161500,d.aWw</a> (Sports Ed model)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Safety modifications</li> <li>• Decision making</li> <li>• Game Maker</li> <li>• Manipulatives</li> <li>• Nonmanipulatives</li> <li>• Tactics</li> <li>• Strategy</li> <li>• Skill Components</li> <li>• Object control</li> <li>• Personal responsibility</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Develop an original game</li> <li>• Analyze skill components, movement patterns, strategies, tactics and object control</li> <li>• Establish safety and personal responsibility</li> <li>• Making decisions</li> <li>• Demonstrate the safe use of objects and manipulatives and non-manipulatives</li> </ul>	
<b>Critical Language:</b>	Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition, Coordination, Balance, Power, Agility, Speed, Reaction Time, Strategy and Tactics, Communication, Movement patterns, tactical game skills (e.g., Volley, Strike, Dribble, Throw, Implements, Cut, Shoot, Ruck, Tackle, Scrum, Dig, Block), Game maker, Modification	

<b>Learning Experience # 7</b>	
(Post performance task)The teacher may provide opportunities for group demonstrations of created games so students may begin to comprehend how peer and self-assessments can deepen understanding of success criteria and the (game) creation process.	
<b>Generalization Connection(s):</b>	Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control Skillful application of multiple movement patterns leads to success in a variety of physical activities Safe behavior and responsible decision making demonstrates personal responsibility
<b>Teacher Resources:</b>	<a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)

**Colorado Teacher-Authored Sample Instructional Unit**

	<p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)</p> <p><a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)</p> <p><i>Performance-Based Assessment for Middle and High School Physical Education</i> by: Jacalyn Lea Lund and Mary Fortman Kirk (Open Response questions p 95-109)</p>	
<b>Student Resources:</b>	<p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf</a> (Example of create-a-game write up)</p> <p><a href="http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf">http://www.pecentral.org/assessment/paperandpencil/createagamerubric.pdf</a> (Example of create-a-game rubric)</p> <p><a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a> (Student designing games, book and excerpt)</p> <p><a href="http://www.mrsicklerphysicaleducation.com/PE101/Lesson_Materials_files/SportsmanshipEdWsksheet.pdf">http://www.mrsicklerphysicaleducation.com/PE101/Lesson_Materials_files/SportsmanshipEdWsksheet.pdf</a> (Sportsmanship T-Chart)</p> <p><a href="http://www.wikihow.com/Criticize-Constructively">http://www.wikihow.com/Criticize-Constructively</a> (How to Give Constructive Criticism)</p>	
<b>Assessment:</b>	<p>Students will participate in their fellow peers' created games and will be taught the skills, movement, and rules required for the game. Students will use a self-reflection form to evaluate their success of tactics, object control and strategies needed in the game (e.g. stepping towards target, follow-through, dribbling, volleying, and striking with long handled manipulative).</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Decision Making</li> <li>• Fundamental Object Control</li> <li>• Strategy</li> <li>• Tactics</li> <li>• Skill Application</li> <li>• Safety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Applying skills</li> <li>• Analyzing tactics and strategies</li> <li>• Making Decisions</li> <li>• Controlling fundamental objects</li> <li>• Playing safely</li> </ul>	
<b>Critical Language:</b>	<p>Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition, Coordination, Balance, Power, Agility, Speed, Reaction Time, Strategy and Tactics, Communication, Movement patterns, Tactical game skills (e.g., Volley, Strike, Dribble, Throw, Implements, Cut, Shoot, Ruck, Tackle, Scrum, Dig, Block)</p>	