Instructional Unit Title: Sport Related Activities

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.

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.



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).



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.)



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



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.



(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.



PERFORMANCE ASSESSMENT: 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.