

MATURE MOVEMENTS WITH SELF AND OBJECTS

INSTRUCTIONAL UNIT AUTHORS

Denver Public Schools

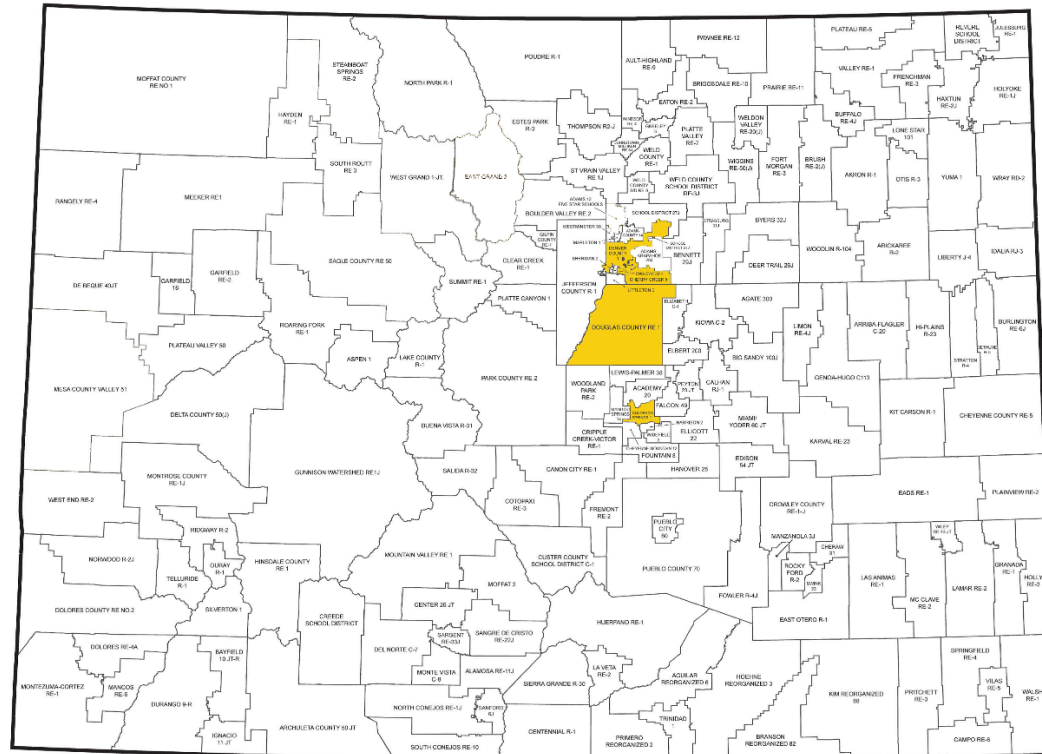
Jenn Smith
Ann Flanagan
Colleen Nyhus
Desiree Croker

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Douglas County RE 1
Joe Bishop

Cherry Creek Public Schools
Matt Mundy

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.

Content Area	Mature Movement with Self and Objects	Grade Level	4th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills	PE09-GR.4-S.1-GLE.1	
	2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	PE09-GR.4-S.1-GLE.2	
2. Physical and Personal Wellness	1. Explain how the health-related components of fitness affect performance when participating in physical activity	PE09-GR.4-S.2-GLE.1	
	2. Recognize the relationship between healthy nutrition and exercise	PE09-GR.4-S.2-GLE.2	
3. Emotional and Social Wellness	1. Expectations for this standard are integrated into the other standards at this grade level.		
4. Prevention and Risk Management	1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	PE09-GR.4-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*

Physical

Social

Colorado's
Comprehensive
Health and Physical
Education Standards

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Mature Movements With Self and Objects	Teacher's Discretion	Teacher's Discretion

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Mature Movements with Self and Objects	Length of Unit	16 weeks
Focusing Lens(es)	Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.1-GLE.2 PE09-GR.4-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to know the critical elements of movement? (PE09-Gr.4-S.1-GLE.2-EO.b;IQ.1;RA.1,3;N.1) Which is more important - accuracy or speed? Why? (PE09-GR.4-S.1-GLE.1-EO.a,b,c;IQ.1;RA.1; N.1) 		
Unit Strands	Movement Competence and Understanding in Physical Education Prevention and Risk Management in Physical Education		
Concepts	Safety; Identification; Distinguish; Modification; Assessment; Recognition; Demonstration; Development; Proficiency; Mature		

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstration and development of manipulative skills will help establish efficient and mature movement skills. (PE09-GR.4-S.1-GLE.1-EO.a,b,c; IQ.1; RA.1; N.1)	What is the difference between overhand and underhand throws?	What are some ways to improve throwing to a moving target? Why is it important to improve physical skills?
Assessment and modification of self and others contributes to the recognition of mature movement. (PE09-GR.4-S.1-GLE.2-EO.b; IQ.1; RA.1,3; N.1)	What are the critical elements of a kick?	Why is self-assessment important? What can a partner tell one about one's skills that he or she cannot see oneself?
Identification and assessment of key safety factors during games, activities and sport reduces the risk of injury to self and others. (PE09-GR.4-S.4-GLE.1-EO.a,b,c,d,e; IQ.1,2,3,4,5; RA.1,2,3,4,5; N.1,2,3)	What rules promote safety in the games?	Why is safety important? What is a possible risk of not following rules when swimming?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Dribble, throw and kick objects to a moving targets (PE09-GR.4-S.1-GLE.1-EO.a,b,h) ● How to identify and analyze a variety of movements (PE09-GR.4-S.1-GLE.1-EO.i) (PE09-GR.4-S.1-GLE.2-EO.b) ● Risks of physical activity (PE09-GR.4-S.4-GLE.1-EO.e) 	<ul style="list-style-type: none"> ● Dribble, throw, catch and kick objects to moving targets. (PE09-GR.4-S.1-GLE.1-EO.a,b,h) ● Identify, compare and analyze a variety of movements. (PE09-GR.4-S.1-GLE.1-EO.i) (PE09-GR.4-S.1-GLE.2-EO.b) ● Analyze the risks of physical activity. (PE09-GR.4-S.4-GLE.1-EO.e)

<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>The manipulation of objects in a variety of ways enhances mature movement patterns.</i></p>
<p>Academic Vocabulary:</p>	<p>Safety, procedures, physical activity, assessment, comparison</p>
<p>Technical Vocabulary:</p>	<p>Mature movement patterns</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit is designed to allow students to develop mature movement patterns, manipulation and control through assessment and modifications. Learning experiences focus on other concepts, such as, dribbling, throwing, catching, kicking, mature movement patterns, and risks involved with physical activity. The performance assessment provides students with the opportunity to evaluate, modify, demonstrate and compare mature movement patterns.
Considerations:	<p>The mature movements unit is designed to develop manipulation skills and improve mature movement patterns through modifications and assessments. However, all teachers will not have the resources (e.g. equipment, space, training) to teach certain elements of the unit (e.g. targets, dribbling, kicking). Teachers may still teach this unit using manipulative skills and mature movement patterns to achieve grade level expectations. Additional considerations may include:</p> <ul style="list-style-type: none"> ● Class size and number of days, times per week, etc. ● Teacher’s background and training of the content; certification ● Students’ cultural and background experiences ● District and/or school policies ● Safety protocols and a supportive learning environment ● Flexibility is to be included in daily warm-ups ● Access to technology ● Challenge by choice ● Differentiation of skills ● Accommodations to facilitate the success for all students
Unit Generalizations	
Key Generalization:	Assessment and modification of self and others contributes to the recognition of mature movement.
Supporting Generalizations:	Demonstration and development of manipulative skills will help establish efficient and mature movement skills.
	Identification and assessment of key safety factors during games, activities and sport reduces the risk of injury to self and others.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Assessment and modification of self and others contributes to the recognition of mature movement.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You will be performers and assessors of a mature movement (e.g. catching and throwing with and without an implement, dribbling, striking with and without an implement). Your team of 2-3 students will perform for each other to provide a peer assessment as well as a self-assessment (e.g. video analysis of a student performing critical elements of a mature movement pattern).
Product/Evidence: (Expected product from students)	<p>Students will collaborate in small groups to evaluate and assess themselves and provide feedback to their peers. Movement Analysis Criteria includes:</p> <ul style="list-style-type: none"> ● Catching, throwing, dribbling and striking with or without an implement ● Length 1-2 minutes ● Mature movement patterns using proper form

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Descriptive feedback for improvement
Differentiation: (Multiple modes for student expression)	<p>Students may have varied roles:</p> <ul style="list-style-type: none"> • skill performance by choice • video performance and share with a peer for feedback • demonstrate skills for teacher • choose your own audience

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

Informational/Non-Fiction	Fiction
<p><i>Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-Level Outcomes</i> by Society of Health and Physical Educators, Holt/Hale, Shirley, Hall, Tina</p> <p><i>Fundamental Baseball</i> by Don Geng (Lexile Level 970) minimal cost</p> <p><i>Fundamental Hockey</i> by Mike Foley (Lexile Level 1030) minimal cost</p> <p><i>Volleyball In Action</i> by Bobbie Kalman Sarah Dann , and John Crossingham (Lexile Level 800) minimal cost</p>	<p><i>Cam Jansen and the Sports Day Mysteries</i> by David A. Adler (Lexile Level 430) minimal cost</p> <p><i>Shoot to Score</i> by Sandra Richmond (Lexile Level 670) minimal cost</p> <p><i>Lacrosse Face-Off</i> by Matt Christopher (Lexile Level 780) minimal cost</p> <p><i>Million Dollar Throw</i> by Mike Lupica (Lexile Level 960) minimal cost</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/ work like a mature performer to create a movement pattern	Teacher Resources:	<p>http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10799#.WI0f3Pkr12w (soccer dribbling)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=749#.WI0gbfkr12w (hand dribbling)</p> <p>http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132770#.WI0rUPkr12w (hockey stick handling)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10576#.WI0s-vkr12x (floor hockey dribbling)</p> <p>http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment)</p> <p>https://www.youtube.com/watch?v=gcAKOr_WYeo (lacrosse)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7551#.WI0zu_kr12x (lacrosse)</p> <p>https://www.youtube.com/watch?v=YSfZN-IgQuA (field hockey dribbling)</p>
			Student Resources:	<p>http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)</p>

Colorado Teacher-Authored Sample Instructional Unit

				http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10799#.WI0f3Pkr12w (soccer dribbling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=749#.WI0gbfkr12w (hand dribbling) http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132770#.WI0rUPkr12w (hockey stick handling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10576#.WI0s-vkr12x (floor hockey dribbling) http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment) https://www.youtube.com/watch?v=gcAKOr_WYeo (lacrosse) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7551#.WI0zu_kr12x (lacrosse) https://www.youtube.com/watch?v=YsfZN-IgQuA (field hockey dribbling)
	Skills:	<ul style="list-style-type: none"> Dribble, throw, catch and kick objects to moving targets. 	Assessment:	Students will practice a mature movement pattern (e.g. dribbling a basketball, dribble using a hockey stick, throwing and catching with a partner, striking a soccer ball)
2.	Description:	Think like/ work like an assessor to provide feedback on a mature movement pattern for others.	Teacher Resources: Student Resources:	http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment) http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=762#.WI1bz_kr12w (tennis self/peer assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12773#.WI1ZV_kr12x (batting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9570#.WI1aNfkr12w (underhand paddle striking assessment) https://drive.google.com/open?id=0B3Sg9At9-DT9RzNEVzZVeS1CaXc (4th Mature Movement Assessment; self/peer)
				http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment) http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=762#.WI1bz_kr12w (tennis self/peer assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12773#.WI1ZV_kr12x (batting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9570#.WI1aNfkr12w (underhand paddle striking assessment) https://drive.google.com/open?id=0B3Sg9At9-DT9RzNEVzZVeS1CaXc (4th Mature Movement Assessment; self/peer)

Colorado Teacher-Authored Sample Instructional Unit

	Skills: <ul style="list-style-type: none"> • Dribble, throw, catch and kick objects to moving targets. • How to identify, compare and analyze a variety of movements. Analyze the risks of physical activity.	Assessment:	Students will provide feedback for their peers' improvement of a mature movement pattern each day.
--	--	--------------------	--

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of eye-hand/eye-foot coordination, balance, transfer weight, manipulation, and the use of implements. However, not all students will be skilled at the same ability level or have similar life experiences with movements (e.g. throwing, catching, dribbling or using implements).

Learning Experience # 1

The teacher may review/model mature throwing and catching cues (e.g. side to target, arm back, step and follow through) so students can begin to explore manipulative skills with mature movement patterns.

Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency.	
Teacher Resources:	http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)	
Student Resources:	http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)	
Assessment:	Students will work with a partner to use and assess mature throwing and catching cues (e.g. track, reach, give, and quick feet).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> • provide images of throwing and catching cues • provide one-on-one instruction of cues 	Students may: <ul style="list-style-type: none"> • perform one cue at a time without an object • draw or verbally share the cues with the teacher • provide cues to assess the teacher's performance
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> • provide images of throwing and catching is specific sports/activities • have students perform the skills in a sport specific activity 	Students may: <ul style="list-style-type: none"> • vary the object they are throwing and catching • increase their distance • focus on a specific target for accuracy
Critical Content:	<ul style="list-style-type: none"> • Objects to moving targets 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Variety of movements • Risks of physical activity
Key Skills:	<ul style="list-style-type: none"> • Dribble, throw, catch and kick objects to moving targets. • Identify, compare and analyze a variety of movements. • Analyze the risks of physical activity.
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.

Learning Experience # 2		
The teacher may utilize prior knowledge of throwing and catching cues (e.g. side to target, arm back, step and follow through) so students can compare the use of implements as a mature movement.		
Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency.	
Teacher Resources:	http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)	
Student Resources:	http://www.pecentral.org/pecchallenge/cues/partnerthrowcatchcues.html (throwing and catching cues)	
Assessment:	Students will work with a partner to compare their manipulative skills with an implement to create mature movement patterns (e.g. lacrosse stick, scoops, gloves)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> • provide images of throwing and catching with implement • provide one-on-one instruction with implement 	Students may: <ul style="list-style-type: none"> • perform one throwing and catching cues with implement but without object (e.g. ball, bean bag) • draw or verbally share with the teacher the cues with an implement
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> • provide images of throwing and catching is specific sports/activities using an implement • have students perform the skills in a sport specific activity 	Students may: <ul style="list-style-type: none"> • vary the object they are throwing and catching • increase their distance • focus on a specific target for accuracy
Critical Content:	<ul style="list-style-type: none"> • Objects to moving targets • Variety of movements • Risks of physical activity 	
Key Skills:	<ul style="list-style-type: none"> • Dribble, throw, catch, kick objects to moving targets. • Identify, compare and analyze a variety of movements. • Analyze the risks of physical activity. 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.
---------------------------	--

Learning Experience # 3

The teacher may review/model mature dribbling cues using hands and/or feet (e.g. dribble with inside or outside of foot, keep ball close, eyes up, controlled stop) so students can begin to explore manipulative skills with mature movement patterns.

Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency. Assessment and modification of self and others contributes to the recognition of mature movement.
--------------------------------------	---

Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10799#.WlOf3PkrI2w (soccer dribbling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=749#.WlOgbfkrI2w (hand dribbling) http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment) http://www.vitathread.com/vitals/basketball-dribble (hand dribbling images)
---------------------------	--

Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10799#.WlOf3PkrI2w (soccer dribbling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=749#.WlOgbfkrI2w (hand dribbling) http://www.pecentral.org/lessonideas/DribblePartnerCheck.pdf (hand dribbling assessment) http://www.vitathread.com/vitals/basketball-dribble (hand dribbling images)
---------------------------	--

Assessment:	Students will work with a partner to peer assess their manipulation skills using hands or feet with mature movements (e.g. basketball and/or soccer)
--------------------	--

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Access (Resources and/or Process)
	Teacher may: <ul style="list-style-type: none"> ● model assessment procedure ● provide assessment checklist ● assign partnerships ● provide coaching sentence stems ● provide images of cues ● provide adaptive equipment ● work one-on-one with student 	Student may: <ul style="list-style-type: none"> ● select their partner ● choose the type of object to dribble ● use sentence stems, checklists or images

Extensions for depth and complexity:	Access (Resources and/or Process)	Access (Resources and/or Process)
	Teacher may: <ul style="list-style-type: none"> ● allow video analysis 	Student may: <ul style="list-style-type: none"> ● analyze professional athletes

Critical Content:	<ul style="list-style-type: none"> ● Objects to moving targets ● Variety of movements ● Risks of physical activity
--------------------------	---

Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch and kick objects to moving targets. ● Identify, compare and analyze a variety of movements.
--------------------	--

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> Analyze the risks of physical activity.
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.

Learning Experience # 4

The teacher may review/model mature dribbling cues using an implement (e.g. keep object close, head up, use both sides of stick) so students can begin to explore manipulative skills with mature movement patterns.

Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency. Assessment and modification of self and others contributes to the recognition of mature movement.	
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132770#.WIOrUPkrl2w (hockey stick handling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10576#.WIOs-vkrl2x (floor hockey dribbling) http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment) https://www.youtube.com/watch?v=giYczl9wwc8 (lacrosse) https://www.youtube.com/watch?v=gcAKOr_WYeo (lacrosse) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7551#.WIOzu_krl2x (lacrosse) https://www.youtube.com/watch?v=YSfZN-IgQuA (field hockey dribbling)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132770#.WIOrUPkrl2w (hockey stick handling) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10576#.WIOs-vkrl2x (floor hockey dribbling) http://www.pecentral.org/lessonideas/Floor_Hockey_Tap-Dribbling_Peer_Assessment.pdf (floor hockey assessment) https://www.youtube.com/watch?v=giYczl9wwc8 (lacrosse) https://www.youtube.com/watch?v=gcAKOr_WYeo (lacrosse) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7551#.WIOzu_krl2x (lacrosse) https://www.youtube.com/watch?v=YSfZN-IgQuA (field hockey dribbling)	
Assessment:	Students will work with a partner to peer assess their manipulation skills using an implement with mature movements (e.g. floor hockey, field hockey, ice hockey, lacrosse)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> model assessment procedure provide assessment checklist assign partnerships provide coaching sentence stems provide videos or images of cues provide various objects to dribble 	Student may: <ul style="list-style-type: none"> select their partner choose the type of object to dribble use sentence stems, checklists or images use various sizes and weights of implements and objects to dribble
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

	Teacher may: <ul style="list-style-type: none"> ● allow video analysis 	Student may: <ul style="list-style-type: none"> ● analyze professional athletes
Critical Content:	<ul style="list-style-type: none"> ● Objects to moving targets ● Variety of movements ● Risks of physical activity 	
Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch and kick objects to moving targets. ● Identify, compare and analyze a variety of movements. ● Analyze the risks of physical activity. 	
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.	

Learning Experience # 5

The teacher may review/model mature striking cues using hands and/or feet (e.g. non-kicking footsteps next to the ball, kick with inside heel of other foot, follow through) so students can begin to explore manipulative skills with mature movement patterns.

Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency. Assessment and modification of self and others contributes to the recognition of mature movement.	
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1405#.WI1Exvkrl2x (soccer assessment) http://www.vitathread.com/vitals/soccer-pass-dominant-foot (soccer pass tutorial) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1197#.WI1H_Pkrl2w (football punting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5963#.WI1QW_krl2x (volleyball set assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5952#.WI1Qv_krl2y (volleyball bump assessment)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1405#.WI1Exvkrl2x (soccer assessment) http://www.vitathread.com/vitals/soccer-pass-dominant-foot (soccer pass tutorial) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1197#.WI1H_Pkrl2w (football punting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5963#.WI1QW_krl2x (volleyball set assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5952#.WI1Qv_krl2y (volleyball bump assessment)	
Assessment:	Students will work with a partner to peer assess their striking skills using hands/feet with mature movements (e.g. volleyball, handball, soccer, football, kickball)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Teacher may:</p> <ul style="list-style-type: none"> ● model assessment procedure ● provide assessment checklist ● assign partnerships ● provide coaching sentence stems ● provide images of cues 	<p>Student may:</p> <ul style="list-style-type: none"> ● self-assess ● select their partner ● choose the type and weight of object to strike ● use sentence stems, checklists or images
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher may:</p> <ul style="list-style-type: none"> ● allow video analysis 	<p>Student may:</p> <ul style="list-style-type: none"> ● analyze professional athletes
Critical Content:	<ul style="list-style-type: none"> ● Objects to moving targets ● Variety of movements ● Risks of physical activity 	
Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch and kick objects to moving targets. ● Identify, compare and analyze a variety of movements. ● Analyze the risks of physical activity. 	
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.	

Learning Experience # 6

The teacher may review/model mature striking cues using implements (e.g. eyes on target, non-striking shoulder forward, step with opposite foot, follow-through) so students can begin to explore manipulative skills with mature movement patterns.

Generalization Connection(s):	Demonstration of manipulative skills in a mature movement pattern to improve movement proficiency. Assessment and modification of self and others contributes to the recognition of mature movement.
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12773#.WI1ZV_krl2x (batting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9570#.WI1aNfkrI2w (underhand paddle striking assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8482#.WI1apvkrI2w (golf stations) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5489#.WI1bgPkrI2x (striking self-assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=762#.WI1bz_krl2w (tennis self/peer assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=761#.WI1cYPkrI2w (horse hockey with cues) https://www.youtube.com/watch?v=uKQS1GTyHgA (badminton game - teacher tutorial)
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12773#.WI1ZV_krl2x (batting assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9570#.WI1aNfkrI2w (underhand paddle striking assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8482#.WI1apvkrI2w (golf stations) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5489#.WI1bgPkrI2x (striking self-assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=762#.WI1bz_krl2w (tennis self/peer assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=761#.WI1cYPkrI2w (horse hockey with cues)

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will work with a partner to peer assess their striking skills using an implement with mature movements (e.g. baseball, hockey, tennis, golf, badminton, pickle ball, table tennis)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● model assessment procedure ● provide assessment checklist ● assign partnerships ● provide coaching sentence stems ● provide images of cues 	Student may: <ul style="list-style-type: none"> ● self-assess ● select their partner ● choose the type of object to dribble ● use sentence stems, checklists or images
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● allow video analysis 	Student may: <ul style="list-style-type: none"> ● analyze professional athletes
Critical Content:	<ul style="list-style-type: none"> ● Objects to moving targets ● Variety of movements ● Risks of physical activity 	
Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch and kick objects to moving targets. ● Identify, compare and analyze a variety of movements. ● Analyze the risks of physical activity. 	
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7		
The teacher may present a mature movement assessment so students can evaluate their manipulative skills and mature movement patterns as well as others.		
Generalization Connection(s):	Assessment and modification of self and others contributes to the recognition of mature movement.	
Teacher Resources:	https://drive.google.com/open?id=0B3Sg9At9-DT9RzNEVzZVeS1CaXc (4th Mature Movement Assessment: self/peer)	
Student Resources:	https://drive.google.com/open?id=0B3Sg9At9-DT9RzNEVzZVeS1CaXc (4th Mature Movement Assessment; self/peer)	
Assessment:	Students will perform a mature movement pattern using a manipulative and assess their performance as well as their partners.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● face the student and have the student mirror the teacher’s movements ● use a variety of implements ● provide images of mature movements ● provide images of different manipulative skills ● provide images of different implements 	Students may: <ul style="list-style-type: none"> ● perform the mature movement pattern without an object or implement using just their hands, etc. ● independently modify the mature movement pattern ● use an implement of their choice
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● show video of students performing mature and complex movement skills ● provide students with mature and complex movement patterns and sequences 	Students may: <ul style="list-style-type: none"> ● develop their own mature movement pattern ● add creative and style to their mature movement pattern ● create their own implement ● create their own manipulative
Critical Content:	<ul style="list-style-type: none"> ● Objects to moving targets ● Variety of movements ● Risks of physical activity 	
Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch, kick objects to moving targets. ● Identify, compare and analyze a variety of movements. ● Analyze the risks of physical activity. 	
Critical Language:	Safety, procedures, physical activity, assessment, comparison, and mature movement patterns.	