

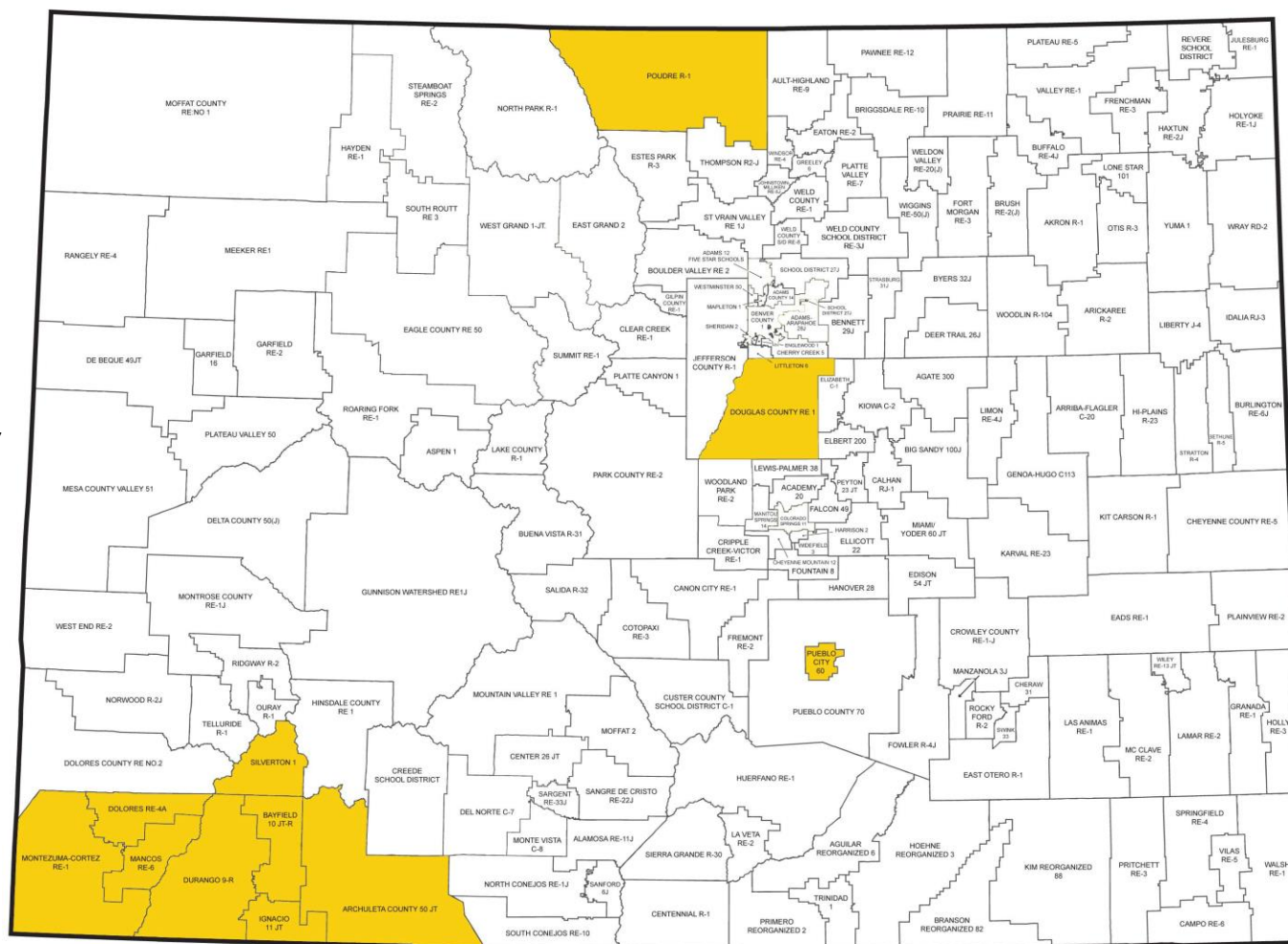
# Unit Title: Creative Movement

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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Colorado's District Sample Curriculum Project

*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.*

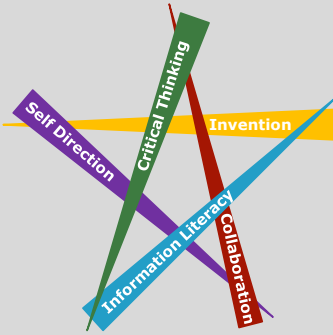
**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	8 <sup>th</sup> Grade
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<b>Course Name/Course Code</b>			
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<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>
1. Movement Competence and Understanding	1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development	PE09-GR.8-S.1-GLE.1
	2. Understand and apply game strategies to physical activities and sports	PE09-GR.8-S.1-GLE.2
2. Physical and Personal Wellness	1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities	PE09-GR.8-S.2-GLE.1
	2. Identify preferences for lifetime physical activity	PE09-GR.8-S.2-GLE.2
	3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness	PE09-GR.8-S.2-GLE.3

**Colorado 21<sup>st</sup> Century Skills**



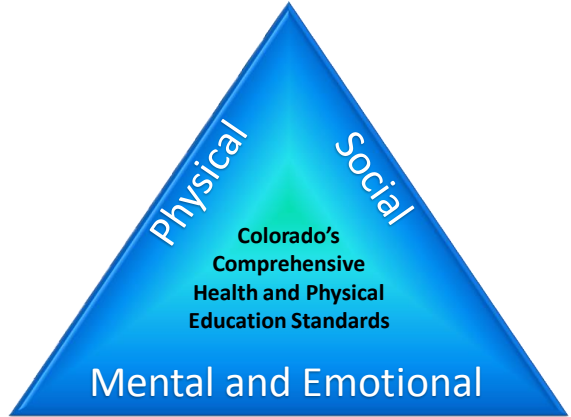
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**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>
Creative Movement	6 weeks	3

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Creative Movement		<b>Length of Unit</b>	6 weeks
<b>Focusing Lens(es)</b>	Movement Patterns	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.8-S.1-GLE.1 PE09-GR.8-S.1-GLE.2 PE09-GR.8-S.2-GLE.1 PE09-GR.8-S.2-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are activities and sports in which balance and body rotation are integral for success? (PE09-GR.8-S.1-GLE.1-EO.a,b; IQ.2; RA.1; N.1)</li> <li>• Which sport would be easiest or hardest to integrate into a movement routine, and why? (PE09-GR.8-S.1-GLE.1-EO.a; IQ.1; RA.1; N.2)</li> <li>• Under which conditions could the transfer of skills be detrimental? (PE09-GR.8-S.1-GLE.1-EO.f; IQ.3; RA.3; N.1)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding in Physical Education Physical and Personal wellness			
<b>Concepts</b>	Creativity, Application, Reflection, Improvement			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Application of sequencing and rhythm enhances creative movement demonstrations. (PE09-GR.8-S.1-GLE.1-EO.a,b; IQ.2; RA.1; N.1)	What sequencing strategies can be used to create a dance or routine?	How do you demonstrate cohesive movement patterns? How can body type such as a gymnast's small body affect success in certain sports?
Reflection on performance increases understanding of personal goals and strategies for self-improvement. (PE09-GR.8-S.1-GLE.1-EO.a; IQ.1; RA.1; N.2)	What are some different technology resources to implement reflection?	How would technology benefit your success in this task?
Ongoing reflection on personal fitness planning results in a continuous cycle of planning and fitness improvement. (PE09-GR.8-S.1-GLE.1-EO.f; IQ.3; RA.3; N.1)	How does your physical fitness compare to peers from other countries around the world?	How can individuals who do not meet ideal standards for body weight be fit?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Movement skills (PE09-GR.8-S.1-GLE.1-EO.f)</li> <li>• Motor skills patterns (PE09-GR.8-S.1-GLE.1-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how movement skills learned in one physical activity can be transferred to another. (PE09-GR.8-S.1-GLE.1-EO.f)</li> <li>• Use a variety of motor skill patterns to create a gymnastics or dance routine.</li> <li>• Create and perform a timed routine using rotational, balancing, and supporting skills (PE09-GR.8-S.1-GLE.1-EO.b)</li> <li>• Set realistic fitness goals, and strive to attain them through participation in activities of individual choosing (PE09-GR.8.S.2-GLE.3-EO.b)</li> <li>• Create, develop, and refine movement routines based on self-generated themes and/or self-selected music (PE09-GR.8-S.1-GLE.1-EO.c)</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>Knowing and understanding concepts of movement makes it possible to transfer skills to a variety of movement patterns and develop routines.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Integrate, create, develop, refine, describe, demonstrate, characteristics</p>
<p><b>Technical Vocabulary:</b></p>	<p>routine, rotational, balancing, supporting, movement activity, self-generated, self-selected, motor skill patterns</p>

### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	The focus of this unit is for students to make connections between creative movement, rhythmic sequencing, and fitness (e.g. health related and skill related components, target heart rate, and healthy fitness zones). Students will develop skills to transfer patterns between different activities, set goals to improve personal fitness, and collaborate with peers to create rhythmic performances. This unit culminates with peer groups creating routines implementing eight count sequences while integrating manipulative props, dance patterns, cultural influences, and/or sports equipment. Students will participate in a peer-led movement routine and perform their final product as a contestant in a mock T.V. program of “America’s Got Talent.”
<b>Considerations:</b>	As authors of this unit we understand that the following things will need to be considered: <ul style="list-style-type: none"> <li>• Not all students will understand how to provide and/or receive constructive criticism</li> <li>• Varying backgrounds of dance, sports and/or gymnastics experience (e.g., limited to competitive dancer)</li> <li>• Number of students in class</li> <li>• Time with students</li> <li>• Integrating culture</li> <li>• Music equipment</li> <li>• Classroom space</li> <li>• Students with injuries</li> </ul>
<b>Unit Generalizations</b>	
<b>Key Generalization (s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations
<b>Supporting Generalizations:</b>	Reflection on performance increases understanding of personal goals and strategies for self- improvement Ongoing reflection on personal fitness planning results in a continuous cycle of planning and fitness improvement

#### **Performance Assessment:** *The capstone/summative assessment for this unit.*

<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Application of sequencing and rhythm enhances creative movement demonstrations.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your group members have earned a spot on the hit TV show “America’s Got Talent”. In order to impress the judges (e.g. teachers), your team will develop and perform a creative movement routine designed to highlight effective sequencing and rhythm (e.g., gymnastics, dance, manipulatives). <ul style="list-style-type: none"> <li>• Roles of team members will include: <ul style="list-style-type: none"> <li>○ Choreographer</li> <li>○ Performers</li> <li>○ Writer/ Editor</li> </ul> </li> </ul>
<b>Product/Evidence:</b> (Expected product from students)	The students will develop and perform a creative movement routine. The elements of the routine should include: <ul style="list-style-type: none"> <li>• Final Routine Script which includes planning for sequenced movements, structure of performance, roles for each group member, etc.</li> <li>• Perform rhythmic activities or routines that demonstrate: fluid body movement; body awareness (e.g. actions and shapes), spatial awareness, (e.g. directions, levels, and pathways), and match between movements and music.</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• 2-5 minutes in length</li> <li>• Approved music</li> <li>• Peer-Evaluation</li> </ul> <p><a href="https://docs.google.com/document/d/134bUvZuQqqjg8JqKck9MtNDCKygdeugVn2a1cOkT0/edit?pli=1">https://docs.google.com/document/d/134bUvZuQqqjg8JqKck9MtNDCKygdeugVn2a1cOkT0/edit?pli=1</a> (Final Assessment Rubric)</p>
<b>Differentiation:</b> (Multiple modes for student expression)	Videographer Mode (e.g., video vs. live performance)

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>I Can Do Rhythmic Gymnastics: Rope and Ball</i> - Graciela Y. Ojeda (Lexile range 700 - 900)</p> <p><i>100 of the Best Rhythmic Gymnasts of All Time</i> - Alex Trost and Vadim Kravetsky (Lexile range 700 - 900)</p> <p><i>Teaching the Nuts and Bolts of Physical Activity: Building Basic Movement Skills</i> - Calvin, Nancy Markos and Pamela Walker (Lexile range 600 - 800)</p> <p><i>Lord of the Dance: My Story</i> - Michael Flatley and Douglas Thompson (Lexile range 880 - 1000)</p> <p><i>Natali's Journey, the True Story of a Rhythmic Gymnast</i> - Fran Victor (Lexile range 800 - 1000)</p> <p><i>Juggling</i> - Clive Gifford (Lexile range 600 - 800)</p> <p><i>Riding a Unicycle for Beginners</i> - Mitch Planko (Lexile range 700 - 900)</p> <p><i>Hip Hop Dance: Meanings and Messages</i> - Carla Stalling Huntington (Lexile range 800 - 1100)</p> <p><i>Line Dancing</i> - Paul Bottomer (Lexile range 800 - 900)</p>	<p><i>So You Think You Can Hip-Hop</i> - Beka (Lexile range 700 - 900)</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>			
1.	Description:	Think like/ work like performers to develop movement patterns	<p>Teacher Resources:</p> <p><a href="http://www.humankinetics.com/excerpts/excerpts/fundamental-movement-skills-provide-the-basis-of-physical-literacy---complete-guide-to-primary-gymnastics">http://www.humankinetics.com/excerpts/excerpts/fundamental-movement-skills-provide-the-basis-of-physical-literacy---complete-guide-to-primary-gymnastics</a> (Overview about skills of locomotor and movement with objects)</p> <p><a href="http://www.det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/?oid=MultiPartArticle-id-13602092">http://www.det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/?oid=MultiPartArticle-id-13602092</a> (How to effectively assess, plan, and teach physical activity through movement)</p> <p><a href="http://www.tennessee.gov/education/standards/health/6-8PEandWellnessStandards2009.pdf">http://www.tennessee.gov/education/standards/health/6-8PEandWellnessStandards2009.pdf</a> (Expectations of motor skills and objectives for each student in each lesson)</p> <p>Student Resources:</p> <p><a href="http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#cat120">http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#cat120</a> (Why exercise is beneficial to students)</p> <p><a href="http://www.choosemyplate.gov/physical-activity.html">http://www.choosemyplate.gov/physical-activity.html</a> (Benefits of being physically fit)</p>

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	Skills:	Demonstrate how movement skills learned in one physical activity can be transferred to another	Assessment:	Students will demonstrate one new movement skill each day to integrate into their movement routine. (e.g. pair share)
2.	Description:	Think like/ work like performers who are continuing to refine their planning to improve their performance	Teacher Resources:	<a href="http://www.butler.edu/ccs-students/reflection/">http://www.butler.edu/ccs-students/reflection/</a> (Reflective cycle of planning) <a href="http://freeology.com/wp-content/files/blanktimelineblack.pdf">http://freeology.com/wp-content/files/blanktimelineblack.pdf</a> (Graphic organizer for students to sequence their routine) <a href="http://freeology.com/wp-content/files/8events.pdf">http://freeology.com/wp-content/files/8events.pdf</a> (Student drawings)
			Student Resources:	<a href="http://www.butler.edu/ccs-students/reflection/">http://www.butler.edu/ccs-students/reflection/</a> (Reflective cycle of planning) <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (Daily student entry, e.g., What did we do today? What are our next steps?) <a href="http://freeology.com/wp-content/files/8events.pdf">http://freeology.com/wp-content/files/8events.pdf</a> (Student drawings)
	Skills:	Create, develop, and refine movement routines based on self-generated themes and/or self-selected music	Assessment:	Students will complete a daily log to reflect upon and adapt their performance planning. (Refer to student resources.)
3.	Description:	Think like / work like performers to analyze how their performance can apply to their fitness	Teacher Resources:	<a href="http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf">http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf</a> (Target heart rate worksheet) <a href="http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf">http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf</a> (Target heart rate worksheet #2) <a href="https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1">https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1</a> (Target heart rate worksheet #3) <a href="http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Target-Heart-Rates_UCM_434341_Article.jsp">http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Target-Heart-Rates_UCM_434341_Article.jsp</a> (Recommendations from the American Heart Association) <a href="http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (SMART goal worksheet)
			Student Resources:	<a href="http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf">http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf</a> (Target heart rate worksheet) <a href="http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf">http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf</a> (Target heart rate worksheet #2) <a href="https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1">https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1</a> (Target heart rate worksheet #3) <a href="http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (SMART goal worksheet)
	Skills:	Set realistic fitness goals, and strive to attain them through participation in activities of individual choosing	Assessment:	Students will evaluate their movement patterns and connect how their performance will raise their heart rates into a healthy fitness zone.

## Colorado Teacher-Authored Sample Instructional Unit

### Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of concepts and skills such as:

- Basic locomotor movements (e.g., galloping, skipping, hopping, shuffling, grapevine)
- Basic understanding of the fitness zones. (e.g., low, moderate, high)
- Basic understanding of the difference between aerobic and anaerobic exercise
- Basic math skills (e.g., addition, multiplication, division)
- Basic knowledge in body and spatial awareness. (e.g., directions, levels, pathways)
- Background knowledge of health related components of fitness (e.g., cardiovascular endurance, muscular endurance, flexibility, etc.)
- Basic understanding of F.I.T.T. principle

However, not all 8th graders will have the same background knowledge pertaining to dance, gymnastics, and sports. Additionally, students will have varying cultural experiences.

### Learning Experience # 1

The teacher may provide examples of various movement patterns (e.g., grapevine, kick line, 3-person weave in basketball), so students can begin to make connections between movement and fitness improvement aerobic activity.

<b>Generalization Connection(s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations	
<b>Teacher Resources:</b>	<a href="http://www.humankinetics.com/excerpts/excerpts/fundamental-movement-skills-provide-the-basis-of-physical-literacy---complete-guide-to-primary-gymnastics">http://www.humankinetics.com/excerpts/excerpts/fundamental-movement-skills-provide-the-basis-of-physical-literacy---complete-guide-to-primary-gymnastics</a> (Overview about skills of locomotor and movement with objects) <a href="http://www.det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/?oid=MultiPartArticle-id-13602092">http://www.det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/?oid=MultiPartArticle-id-13602092</a> (How to effectively assess, plan, and teach physical activity through movement) <a href="http://www.tennessee.gov/education/standards/health/6-8PEandWellnessStandards2009.pdf">http://www.tennessee.gov/education/standards/health/6-8PEandWellnessStandards2009.pdf</a> (Expectations of motor skills and objectives for each student in each lesson) <a href="http://www.builtlean.com/2013/04/24/primal-movement-patterns/">http://www.builtlean.com/2013/04/24/primal-movement-patterns/</a> (Basic movements for strength) <a href="http://www.cdc.gov/physicalactivity/everyone/health/">http://www.cdc.gov/physicalactivity/everyone/health/</a> (Benefits of physical activity)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#cat120">http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#cat120</a> (Why exercise is beneficial to students) <a href="http://www.choosemyplate.gov/physical-activity.html">http://www.choosemyplate.gov/physical-activity.html</a> (Benefits of being physically fit) <a href="http://fit.webmd.com/kids/move/article/exercise-helps-body">http://fit.webmd.com/kids/move/article/exercise-helps-body</a> (How exercise benefits mind, body, and mood)	
<b>Assessment:</b>	Students will demonstrate a movement pattern and share with a partner one potential fitness benefit of an activity (e.g. speed, flexibility, coordination, cardiovascular) from the movement).	
<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)
	N/A	Students may demonstrate the movement pattern one-on-one with teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Motor skill patterns</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate a variety of motor skill patterns to create gymnastics or dance routine</li> </ul>
<b>Critical Language:</b>	Describe, Demonstrate, Motor skill patterns, Rotational, Balancing

**Learning Experience # 2**

The teacher may provide examples of sequenced movement patterns (e.g., grapevine, the 8 count, kick line, 3-person weave in basketball), so students can analyze the flow of patterns within a routine.

<b>Generalization Connection(s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations	
<b>Teacher Resources:</b>	<a href="https://docs.google.com/a/dcsdk12.org/file/d/0BByeFKaFgt2_aNDIjMzljMWYtNTFkMy00NDVILWJIMjAtYmQxNTk4YWY2OWRj/edit?hl=en_US">https://docs.google.com/a/dcsdk12.org/file/d/0BByeFKaFgt2_aNDIjMzljMWYtNTFkMy00NDVILWJIMjAtYmQxNTk4YWY2OWRj/edit?hl=en_US</a> (Worksheet students can use to plan each movement pattern from start to finish) <a href="https://www.youtube.com/watch?v=AKRTLn3RiQQ">https://www.youtube.com/watch?v=AKRTLn3RiQQ</a> (Video about how to keep count with the 8-count during different tempos of music) <a href="http://www.scholarpedia.org/article/Motor_sequence_learning">http://www.scholarpedia.org/article/Motor_sequence_learning</a> (Purpose and importance of applying sequence into every day life)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=AKRTLn3RiQQ">https://www.youtube.com/watch?v=AKRTLn3RiQQ</a> (Video about how to keep count with the 8-count during different tempos of music) <a href="http://ihatetodance.com/counting-music/">http://ihatetodance.com/counting-music/</a> (Describes the process of the 8-count)	
<b>Assessment:</b>	Students will construct a sequence of movement patterns and revise the order to create the most fluid routine during music. Students will demonstrate their routine to another group and analyze the flow of the sequence. (e.g. pair/share) <a href="https://docs.google.com/a/dcsdk12.org/file/d/0BByeFKaFgt2_aNDIjMzljMWYtNTFkMy00NDVILWJIMjAtYmQxNTk4YWY2OWRj/edit?hl=en_US">https://docs.google.com/a/dcsdk12.org/file/d/0BByeFKaFgt2_aNDIjMzljMWYtNTFkMy00NDVILWJIMjAtYmQxNTk4YWY2OWRj/edit?hl=en_US</a> (Worksheet students can use to plan each movement pattern from start to finish)	
<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 discuss and evaluate sequence and give ideas to help make routine more fluid (e.g. “Is it easy for you to move from movement 1 to movement 2?” “Which movement may be easier to perform after movement 1?”) The teacher may facilitate student discussion as to why one routine may be more fluid versus another (e.g. “What could you see that looked difficult to perform from this routine?”) The teacher may use the sequencing worksheet to help visualize and plan their performance	Students may choose the method of performance (e.g. small group, 1 on 1 with teacher, in front of class) Students may lengthen of steps in routine (e.g. two movement patterns in routine vs. four movement patterns)
<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

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Motor skill pattern</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate a variety of motor skill patterns to create gymnastics or dance routine</li> </ul>
<b>Critical Language:</b>	Create, Analyze, Demonstrate, Self-selected

**Learning Experience # 3**

The teacher may provide various manipulatives so students can begin transforming movement patterns into routines. (e.g., basketball, chair, jumping rope, hula hoop, sombrero hat, hacky sacs, juggling scarfs)

<b>Generalization Connection(s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations	
<b>Teacher Resources:</b>	<a href="http://portal.utpa.edu/utpa_main/daa_home/coe_home/ci_home/ci_files/005a_Movement_Concepts.pdf">http://portal.utpa.edu/utpa_main/daa_home/coe_home/ci_home/ci_files/005a_Movement_Concepts.pdf</a> (Overview of simple motor skills and complex motor skills) <a href="https://www.youtube.com/watch?v=Pad1eAcsHho">https://www.youtube.com/watch?v=Pad1eAcsHho</a> (Teacher and student meeting to check in on progress and set goals for next steps) <a href="http://www.topteacher.com.au/sites/default/files/imagecache/product_large/2_stars_and_a_wish_001.jpg">http://www.topteacher.com.au/sites/default/files/imagecache/product_large/2_stars_and_a_wish_001.jpg</a> (Peer feedback, constructive criticism)	
<b>Student Resources:</b>	<a href="http://portal.utpa.edu/utpa_main/daa_home/coe_home/ci_home/ci_files/005a_Movement_Concepts.pdf">http://portal.utpa.edu/utpa_main/daa_home/coe_home/ci_home/ci_files/005a_Movement_Concepts.pdf</a> (Overview of simple	
<b>Assessment:</b>	Students will develop a creative movement routine that includes manipulatives and four rhythmic movement patterns. Students will perform routines for a peer evaluation. <a href="http://www.topteacher.com.au/sites/default/files/imagecache/product_large/2_stars_and_a_wish_001.jpg">http://www.topteacher.com.au/sites/default/files/imagecache/product_large/2_stars_and_a_wish_001.jpg</a> (Peer feedback, constructive criticism)	
<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 use music with a slower tempo	Students may demonstrate the movement pattern one on one with teacher Students may demonstrate shorter sequences of a routine (e.g., two movement patterns opposed to four movement patterns) Students may work with a peer to develop a routine Students may choose different song tempos
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<a href="http://freeology.com/wp-content/files/blanktimelineblack.pdf">http://freeology.com/wp-content/files/blanktimelineblack.pdf</a> (Graphic organizer for students to sequence their routines)	Students may develop more complex formations within their routine
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Movement routines</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Create, develop, and refine movement routines based on self-generated themes and/or self-selected music</li> </ul>	
<b>Critical Language:</b>	Self-generated, Self-selected, Integrate, Create, Transferability	

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<b>Learning Experience # 4</b>		
The teacher may introduce heart rate zones (e.g., low, moderate, high) so students can examine how movement and increased exertion impacts fitness levels.		
<b>Generalization Connection(s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations	
<b>Teacher Resources:</b>	<a href="http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf">http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf</a> (Target heart rate worksheet) <a href="http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf">http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf</a> (Target heart rate worksheet #2) <a href="https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1">https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1</a> (Target heart rate worksheet #3) <a href="http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Target-Heart-Rates_UCM_434341_Article.jsp">http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Target-Heart-Rates_UCM_434341_Article.jsp</a> (Recommendations from the American Heart Association)	
<b>Student Resources:</b>	<a href="http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf">http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf</a> (Target heart rate worksheet) <a href="http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf">http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf</a> (Target heart rate worksheet #2) <a href="https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1">https://drive.google.com/file/d/0B_ttMtytXIX7ak4yMWJnaEdiMUk/view?pli=1</a> (Target heart rate worksheet #3)	
<b>Assessment:</b>	Students will create and demonstrate, in a group of three or four, a sequence of four movement patterns that correspond to achieving the assigned heart rate zone (e.g. low, moderate, high)	
<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 create an additional sequence of a reduced number pattern
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may facilitate student discussion and pose the question: What element within the different sequence impacts the change in heart rate?	Students may create an additional sequence of four movement patterns that apply to a different heart rate zone Students may analyze elements within different routines to determine the change in heart rates Students may use heart monitors Students may use a variety of motor skill patterns to create a gymnastics or dance routine Students may create and perform a timed routine using rotational, balancing, and supporting skills Students may create, develop, and refine movement routines based on self-generated themes and/or self-selected music
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Motor skill patterns</li> <li>• Timed routine</li> <li>• Movement routine</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use a variety of motor skill patterns to create a gymnastics or dance routine</li> <li>• Create and perform a timed routine using rotational, balancing, and supporting skills</li> <li>• Create, develop, and refine movement routines based on self-generated themes and/or self-selected music</li> </ul>
<b>Critical Language:</b>	Target heart rate, Routine, Compare, Movement activity

**Learning Experience # 5**

The teacher may facilitate a discussion on goal setting so students can synthesize how different movement patterns can contribute to maintaining/improving personal fitness outcomes. (e.g., target heart rate zones)

<b>Generalization Connection(s):</b>	Reflection on performance increases understanding of personal goals and strategies for self- improvement	
<b>Teacher Resources:</b>	<a href="http://hrq.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrq.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (Simple steps for goal setting) <a href="http://www.acefitness.org/acefit/fitness-fact-article/3575/a-smart-guide-to-goal-setting/">http://www.acefitness.org/acefit/fitness-fact-article/3575/a-smart-guide-to-goal-setting/</a> (Simple steps to set a goal with a fitness emphasis) <a href="https://docs.google.com/a/dcsdk12.org/forms/d/1LQfokg9vj8ek2ndoUX3uCifkSDn8fgmfOIO3p0axpul/viewform">https://docs.google.com/a/dcsdk12.org/forms/d/1LQfokg9vj8ek2ndoUX3uCifkSDn8fgmfOIO3p0axpul/viewform</a> (Sample for goal setting and tracking)	
<b>Student Resources:</b>	<a href="http://hrq.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrq.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (Simple steps for goal setting)	
<b>Assessment:</b>	Students will use a journal to create a personal fitness goal and describe how different movement patterns may contribute to achieving their goals.	
<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 complete the journal orally, on paper, or electronically
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<a href="https://docs.google.com/a/dcsdk12.org/forms/d/1LQfokg9vj8ek2ndoUX3uCifkSDn8fgmfOIO3p0axpul/viewform">https://docs.google.com/a/dcsdk12.org/forms/d/1LQfokg9vj8ek2ndoUX3uCifkSDn8fgmfOIO3p0axpul/viewform</a> (Sample for goal setting and tracking)	Students can write more than one fitness goal
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Movement skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate how movement skills learned in one physical activity can be transferred to another</li> </ul>	
<b>Critical Language:</b>	Synthesize, Connect, Self-selected, Target heart rate	

**Learning Experience # 6**

The teacher may review movement patterns, sequencing, (e.g., 8 count, transitions) and the use of associated equipment so students can begin creating and/or refining movement performances.

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<b>Generalization Connection(s):</b>	Reflection on performance increases understanding of personal goals and strategies for self- improvement	
<b>Teacher Resources:</b>	<a href="http://freeology.com/wp-content/files/blanktimelineblack.pdf">http://freeology.com/wp-content/files/blanktimelineblack.pdf</a> (Graphic organizer for students to sequence their routine)	
<b>Student Resources:</b>	<a href="http://freeology.com/wp-content/files/blanktimelineblack.pdf">http://freeology.com/wp-content/files/blanktimelineblack.pdf</a> (Graphic organizer for students to sequence their routine)	
<b>Assessment:</b>	Students will work with group members to begin creating a rhythmic routine which will include movement patterns, sequencing, pace, levels, pathways. Each group will develop a draft of their routine plan.	
<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 develop a routine with a reduced step count and/or time
<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 develop more complex formations within their routine
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Motor skill patterns</li> <li>• Timed routine</li> <li>• Movement routine</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use a variety of motor skill patterns to create gymnastics or dance routine</li> <li>• Create and perform a timed routine using rotational, balancing, and supporting skills</li> <li>• Create, develop, and refine movement routines based on self-generated themes and/or self-selected music</li> </ul>	
<b>Critical Language:</b>	Self-selected, Motor skill patterns, Sequencing, Integrate, Create, Develop, Refine, Demonstrate	

<b>Learning Experience # 7</b>		
The teacher may provide examples of peer evaluations so students can begin to understand how productive critiquing can contribute to the creative process.		
<b>Generalization Connection(s):</b>	Application of sequencing and rhythm enhances creative movement demonstrations	
<b>Teacher Resources:</b>	<a href="https://drive.google.com/file/d/0B4HdfixdoszxEJmX2E5X1ZMMGM/view?usp=sharing">https://drive.google.com/file/d/0B4HdfixdoszxEJmX2E5X1ZMMGM/view?usp=sharing</a> (Sample template worksheet students can use to peer-evaluate) <a href="https://drive.google.com/file/d/0B4HdfixdoszXR21kQS1xSDB2VTQ/view?usp=sharing">https://drive.google.com/file/d/0B4HdfixdoszXR21kQS1xSDB2VTQ/view?usp=sharing</a> (Sample rubric students can use to peer-evaluate) <a href="https://docs.google.com/document/d/134bUvZeuQqqjg8JjqKck9MtNDCKygdeugVn2a1cOkT0/edit?usp=sharing">https://docs.google.com/document/d/134bUvZeuQqqjg8JjqKck9MtNDCKygdeugVn2a1cOkT0/edit?usp=sharing</a> (Sample rubric for peer evaluation or teacher evaluation)	
<b>Student Resources:</b>	<a href="https://drive.google.com/file/d/0B4HdfixdoszxEJmX2E5X1ZMMGM/view?usp=sharing">https://drive.google.com/file/d/0B4HdfixdoszxEJmX2E5X1ZMMGM/view?usp=sharing</a> (Sample template worksheet students can use to peer-evaluate)	

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	<a href="https://drive.google.com/file/d/0B4HdfixdoszxR21kQS1xSDB2VTQ/view?usp=sharing">https://drive.google.com/file/d/0B4HdfixdoszxR21kQS1xSDB2VTQ/view?usp=sharing</a> (Sample rubric students can use to peer-evaluate) <a href="https://docs.google.com/document/d/134bUvZEuQqgig8JjqKck9MtNDCKygdeugVn2a1cOkT0/edit?usp=sharing">https://docs.google.com/document/d/134bUvZEuQqgig8JjqKck9MtNDCKygdeugVn2a1cOkT0/edit?usp=sharing</a> (Sample rubric for peer evaluation or teacher evaluation) <a href="https://www.youtube.com/watch?v=4J50gLFZOxc">https://www.youtube.com/watch?v=4J50gLFZOxc</a> (Sample video of a contestant group on “America’s Got Talent” TV show)	
<b>Assessment:</b>	Students will perform their routine for another group. Each group will evaluate their peers and provide constructive feedback about improving movement pattern performances. (Refer to Student Resources for Peer Evaluation Worksheet)	
<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>
	Teacher may slow down the tempo of music	Students may demonstrate the performance one-on-one with teacher Students may demonstrate shorter sequences of a routine (e.g. two movement patterns opposed to four movement patterns) Students may choose different song tempos
<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 develop more complex formations within their routine Students may perform in front of entire class Students may film peer performance and review film for feedback
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Motor skill patterns</li> <li>• Timed routine</li> <li>• Movement routine</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use a variety of motor skill patterns to create a gymnastics or dance routine</li> <li>• Create and perform a timed routine using rotational, balancing, and supporting skills</li> <li>• Create, develop, and refine movement routines based on self-generated themes and/or self-selected music</li> </ul>	
<b>Critical Language:</b>	Analyze, Evaluate, Motor skill patterns, Sequencing, Integrate, Create, Develop, Refine, Demonstrate	