

Unit Title: Gymnastics, Rhythm and Dance

INSTRUCTIONAL UNIT AUTHORS

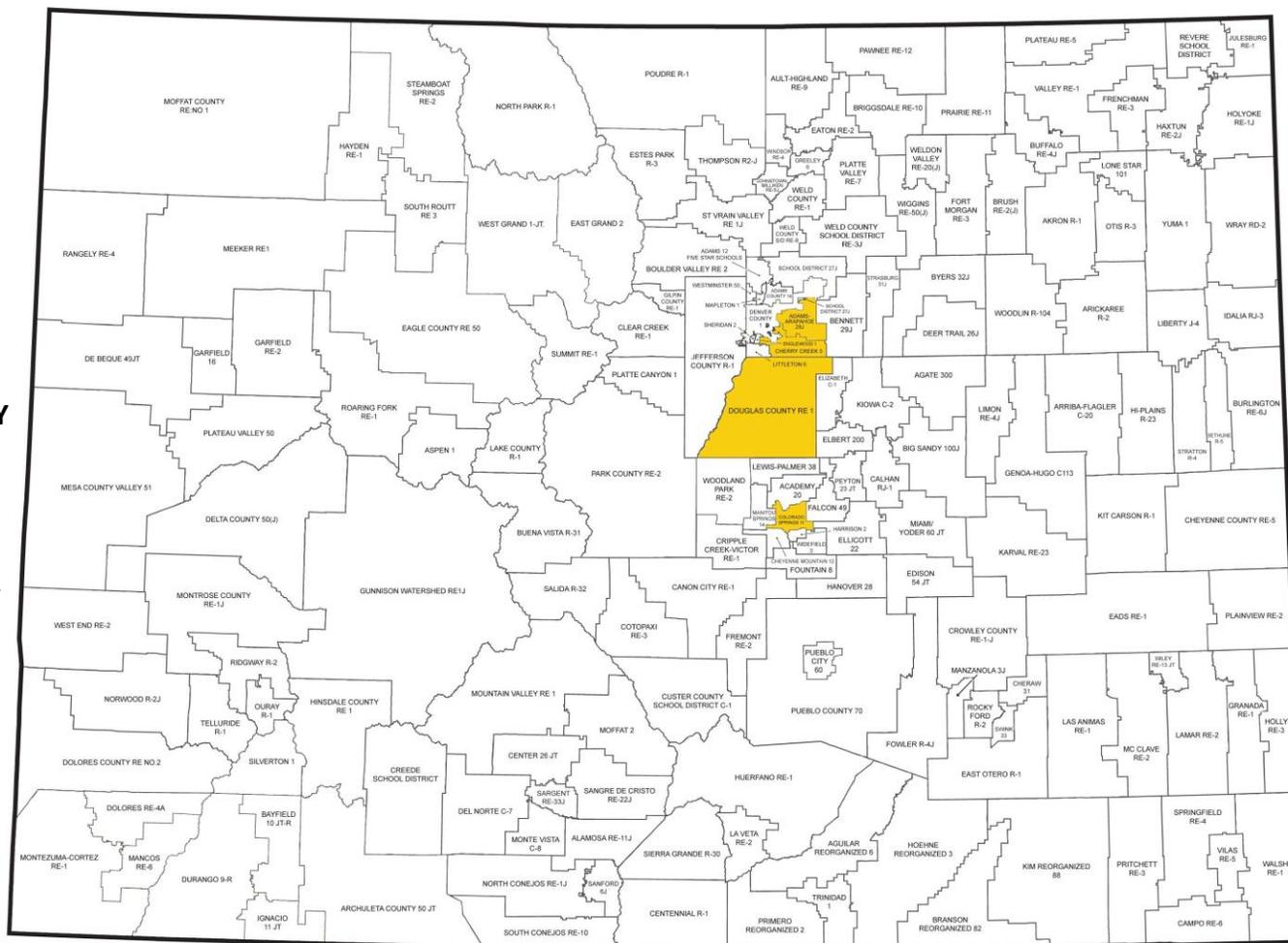
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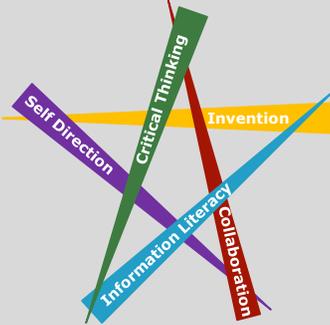
Douglas County School District
Joe Bishop



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

Colorado Teacher-Authored Sample Instructional Unit

| Content Area | Physical Education | Grade Level | 5 th Grade |
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| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. Movement Competence and Understanding | 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills | PE09-GR.5-S.1-GLE.1 | |
| | 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills | PE09-GR.5-S.1-GLE.2 | |
| 2. Physical and Personal Wellness | 1. Understand and apply basic principles of training to improving physical fitness | PE09-GR.5-S.2-GLE.1 | |
| | 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance | PE09-GR.5-S.2-GLE.2 | |
| | 3. Connect the health-related fitness components to the body systems | PE09-GR.5-S.2-GLE.3 | |
| 3. Emotional and Social Wellness | 1. Assess and take responsibility for personal behavior and stress management | PE09-GR.5-S.3-GLE.1 | |
| | 2. Choose to participate cooperatively and productively in group and individual physical activities | PE09-GR.5-S.3-GLE.2 | |
| | 3. Identify personal activity interests and abilities | PE09-GR.5-S.3-GLE.3 | |
| 4. Prevention and Risk Management | 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation | PE09-GR.5-S.4-GLE.1 | |

| <p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> |  | |
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| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
| Gymnastics, Rhythm, and Dance | 8 weeks | 3 |

Colorado Teacher-Authored Sample Instructional Unit

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| Unit Title | Gymnastics, Rhythm, and Dance | | Length of Unit | 8 weeks |
| Focusing Lens(es) | Movement/Sequencing | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.5-S.1-GLE.1 PE09-GR.5-S.1-GLE.2 PE09-GR.5-S.2-GLE.1 PE09-GR.5-S.2-GLE.2 PE09-GR.5-S.2-GLE.3 PE09-GR.5-S.3-GLE.2 PE09-GR.5-S.3-GLE.3 PE09-GR.5-S.4-GLE.1 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • What types of dancing are similar to each other? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.6; RA.3; N.3) • Why does one need to know a variety of dances? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3; RA.3; N.3) • How can one create a gymnastics routine without moving from one place to another? (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.5; RA.3; N.3) | | | |
| Unit Strands | Prevention and Risk Management in Health Emotional and Social Wellness in Physical Education Physical and Personal Wellness in Physical Education Movement Competencies in Physical Education | | | |
| Concepts | Demonstration; Identification; Enhance; Engage; Responds; Patterns; Analyze; Sequencing; Transfer; Direction; Speed ; Flow; Refine; Routine | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization. (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3,5,6; RA.3; N.3) | What is sequencing? | How does speed affect performance? |
| Patterns, sequencing, and direction changes create dance routines. (PE09-GR.5-S.1-GLE.1-EO.f,g,h; IQ.3,5,6; RA.3; N.3) | What are some different types of dance? | How does dance improve movement skills? What can dance teach one about other sports? |
| Identification of the skill related components of fitness enhances the application of skillful movement. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.1,2,3; RA.3; N.1) | What are the skill related components of fitness? | How does the skill related fitness enhance movement? |

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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Gymnastic, dance and jump routines (PE09-GR.5-S.1-GLE.1-EO.fghi) and (PE09-GR.5-S.1-GLE.2-EO.g) • Moderate to vigorous activities (PE09-GR.5-S.2-GLE.1-EO.l) and (PE09-GR.5-S.3-GLE.3-EO.c) • Flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g) • Skill related fitness (PE09-GR.5-S.2-GLE.2-EO.a) • Safety rules (PE09-GR.5-S.4-GLE.1-EO.d) | <ul style="list-style-type: none"> • Create and demonstrate a gymnastics, dance or jump routine with smooth transitions. (PE09-GR.5-S.1-GLE.1-EO.fghi) and (PE09-GR.5-S.1-GLE.2-EO.g) • Engage with confidence in moderate to vigorous activities. (PE09-GR.5-S.2-GLE.1-EO.l) and (PE09-GR.5-S.3-GLE.3-EO.c) • Perform flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g) • Perform activities for skill related fitness. (PE09-GR.5-S.2-GLE.2-EO.a) • Identify safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EO.d) |

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| <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>Create a pattern or routine that combines movement skills that leads to life-long physical activity.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Refine, create, patterns, sequence, smooth transitions</p> |
| <p>Technical Vocabulary:</p> | <p>Dance, agility, power, coordination, balance, reaction time, speed</p> |

Colorado Teacher-Authored Sample Instructional Unit

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| Unit Description: | This unit is designed to provide another avenue for transferring skillful movements students are already familiar with: using flow, speed and sequence. Students will have an opportunity to work with peers and develop effective communication and collaboration skills. Appropriate safety practices will be a focus of each learning experience and critical to student success. The unit culminates with peer groups creating a movement routine which may be performed for a variety of audiences. |
| Considerations: | The gymnastics, rhythm and dance unit is designed to develop coordination and enhance movement skills. However, all teachers will not have the resources (e.g. equipment, space, training) to teach the gymnastics element. Teachers may still teach this unit using locomotors, rhythm and dance skills to achieve grade level expectations. Additional considerations may include: <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 |
| Unit Generalizations | |
| Key Generalization (s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization |
| Supporting Generalizations: | Identification of the skill related components of fitness enhances the application of skillful movement Patterns, sequencing, and direction changes create dance routines |

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| Performance Assessment: <i>The capstone/summative assessment for this unit.</i> | |
| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization. |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You are a team of choreographers/dancers auditioning to perform at halftime of the Super Bowl. Your challenge is to create a movement performance that showcases a combination of skills used in physical education. (e.g. flow, speed, sequence). Your performance should entertain the audience through the use of creativity and expression. |
| Product/Evidence: (Expected product from students) | The students will design a movement performance for the Super Bowl that utilizes skills and concepts learned in physical education: Movement Performance Criteria includes: <ul style="list-style-type: none"> • Dance, gymnastics, and/or sport skills • Flow, speed and sequence • Length - 1 -2 minutes • Teamwork, communication and collaboration by all • Skill control and proper form • Stylistic and expressive movements |
| Differentiation: (Multiple modes for student expression) | Students may take on the roles of videographer, illustrator or choreography writer. The audience could vary from teacher, to students, to staff and community. Performance could be aligned with music and/or use task cards with pictures that guide the performance creation. |

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| Texts for independent reading or for class read aloud to support the content | |
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| Informational/Non-Fiction | Fiction |
| <p><i>KiDnastics A Child-Centered Approach to Teaching Gymnastics</i> - Eric Malmberg (Lexile range 700-980)</p> <p><i>Dance Performance: From Rehearsal to Opening Night (Curtain Call Library of Dance)</i> - Kristin Kessel (Lexile range 700-980)</p> <p><i>Dance</i> - Lorrie Mack (Lexile range 600-800)</p> <p><i>Hip-Hop and Urban Dance</i> - Tamsin Fitzgerald (Lexile range 700-900)</p> <p><i>I Know Gymnastics</i> - Annabelle Tometich (Lexile 630L) minimal cost</p> | <p><i>McKenna</i> - Mary Casanova (Lexile 690L) minimal cost</p> <p><i>Heidi Heckelbeck Is Ready to Dance!</i> - Wanda Coven (Lexile range 700-980) minimal cost</p> <p><i>Billy's First Dance</i> - Veronica Randolph (Lexile range 700-980)</p> |

| Ongoing Discipline-Specific Learning Experiences | | | | |
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| 1. | Description: | Think/work like a dance performer to create skillful movements | Teacher Resources: | https://www.youtube.com/watch?v=n6eylyqzggM&feature=em-share_video_user (Video of flowfit training) https://www.youtube.com/watch?v=g1y_2OWhWKc (Locomotor skill video) http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Mega-Bundle-Health-and-Skill-Related-Components-1513448 (Fitness Task Cards) |
| | | | Student Resources: | https://www.youtube.com/watch?v=n6eylyqzggM&feature=em-share_video_user (Video of flowfit training) https://www.youtube.com/watch?v=g1y_2OWhWKc (Locomotor skill video) http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Mega-Bundle-Health-and-Skill-Related-Components-1513448 (Fitness Task Cards) |
| | Skills: | Perform activities for skill related fitness Perform flexibility exercises | Assessment: | Students will be able to perform a specific movement each day during warm up (e.g. grapevine, cross-lateral knee to elbow, plank, hamstring stretch, shoulder stretch) |
| 2. | Description: | Think/work like a dance performer to sequence movements | Teacher Resources: | https://www.youtube.com/watch?v=E-RBn2sYepI (PE - Balancing sequences video) https://www.youtube.com/watch?v=yEwgCBt05cU (Rhythmic Movements video) |
| | | | Student Resources: | https://www.youtube.com/watch?v=E-RBn2sYepI (PE - Balancing sequences video) https://www.youtube.com/watch?v=yEwgCBt05cU (Rhythmic Movements video) |
| | Skills: | Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions Engage with confidence in moderate to vigorous activities | Assessment: | Students will work with a partner to perform a sequence routine using task cards (e.g. tuck jump into a forward roll and finish with a V-sit). |

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| 3. | Description: | Think/work like a dance performer that communicates and collaborates with others | Teacher Resources: | https://www.youtube.com/watch?v=fUXdrI9ch_Q (Good Teamwork and Bad Teamwork) https://www.youtube.com/watch?v=C8MJUox3LLg (Minions Teamwork) |
| | | | Student Resources: | http://www.kidzworld.com/article/4372-gymnastics-101 (Gymnastics 101) https://www.youtube.com/watch?v=fUXdrI9ch_Q (Good Teamwork and Bad Teamwork) https://www.youtube.com/watch?v=C8MJUox3LLg (Minions Teamwork) |
| | Skills: | Participate cooperatively and productively in individual and group activities Identify safety rules for an activity | Assessment: | Students will share one positive contribution toward communication and collaboration each day (e.g. think-pair share, word wall, sticky notes). |

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of skills such as, locomotors, coordination, balance, speed, communication and teamwork. However, not all students will be skilled at the same ability level and you need to consider the affective needs of your students. Remember to allow challenge by choice, differentiation of skills and accommodations to facilitate the success for all students.

| Learning Experience # 1 | | |
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| The teacher may review examples of locomotor skills (e.g. skip, gallop, slide, leap) so students can begin to connect skillful movements into sequenced patterns (e.g. run to a skip into a hop). | | |
| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization | |
| Teacher Resources: | https://www.youtube.com/watch?v=n6eylyqzggM&feature=em-share_video_user (Video of flowfit training) http://www.teacherspayteachers.com/Product/Physical-Education-1393190 (Movement posters - minimal cost) https://www.youtube.com/watch?v=s2SDVG9sHzw (Locomotor and non-locomotor movements) http://www.twinkl.co.uk/resources/topics/pe-and-sports/PE-physical-education/2 (Rhythm card resource) | |
| Student Resources: | https://www.youtube.com/watch?v=n6eylyqzggM&feature=em-share_video_user (Video of flowfit training) http://www.teacherspayteachers.com/Product/Physical-Education-1393190 (Movement posters) https://www.youtube.com/watch?v=g1y_2OWhWKc (Locomotor skill video) | |
| Assessment: | Students will demonstrate smooth transitions between two or more locomotor movements (e.g. hop to a skip to a jump). | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may choose any two locomotor skills to demonstrate smooth transitions of sequence patterns |

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| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may demonstrate a deeper understanding by identifying locomotor sequence patterns in various activities (e.g. ballet, dance, basketball layup) |
| Critical Content: | <ul style="list-style-type: none"> Gymnastics, dance or movement routine with smooth transitions | |
| Key Skills: | <ul style="list-style-type: none"> Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions | |
| Critical Language: | Sequence, Patterns, Smooth Transitions, Locomotor, Coordination | |

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| Learning Experience # 2 | | |
| The teacher may provide advanced locomotor and nonlocomotor movements (e.g. airplane, bear walk, crab walk, tree pose) so students can deepen their knowledge of skillful movements for creating a sequence. | | |
| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization | |
| Teacher Resources: | https://www.youtube.com/watch?v=iuAa1N1LziQ (Animal Flow movement video) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.VG4YqvnF_mo (Gymnastic Balances - powerpoint) | |
| Student Resources: | https://www.youtube.com/watch?v=iuAa1N1LziQ (Animal Flow movement video) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.VG4YqvnF_mo (Gymnastic Balances - powerpoint) | |
| Assessment: | Students will demonstrate smooth transitions between two or more advanced movements (e.g. bear walk into a tripod). | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may select specific movements to be performed in a sequence | Students may perform the teacher selected movement sequence with peer assistance |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may perform a movement sequence using additional advanced skill-related components (e.g. bridge into a kip up utilizing speed and power) |
| Critical Content: | <ul style="list-style-type: none"> Gymnastics, rhythm or dance routine with smooth transitions Flexibility exercises Moderate to vigorous activities | |
| Key Skills: | <ul style="list-style-type: none"> Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions Perform flexibility exercises Engage with confidence in moderate to vigorous activities | |
| Critical Language: | Smooth Transitions, Flexibility, Sequence, Locomotor, Nonlocomotor, Balance, Agility, Coordination | |

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| Learning Experience # 3 | | |
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| The teacher may provide safety instruction (e.g. model spotting, chin tuck, mat safety) so students can understand the relationship between safety and successful dance work. | | |
| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization | |
| Teacher Resources: | https://www.youtube.com/watch?v=E-RBn2sYepI (PE - Balancing sequences video) http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/four-things-i-learned-about-20130321.htm (4 Things I Have Learned template) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://docs.google.com/drawings/d/1Epy6ISNLXKpuNqzfpCDTooh7INtDfulaa6JBKCaXUIE/pub?w=960&h=720 (Student Routine drawing) https://www.youtube.com/watch?v=VXcW8F6qyeE (How to Spot a Gymnast: Basic Tricks) | |
| Student Resources: | https://www.youtube.com/watch?v=E-RBn2sYepI (PE- Balancing sequences video) https://docs.google.com/drawings/d/1Epy6ISNLXKpuNqzfpCDTooh7INtDfulaa6JBKCaXUIE/pub?w=960&h=720 (Student Routine drawing) https://www.youtube.com/watch?v=VXcW8F6qyeE (How to Spot a Gymnast: Basic Tricks) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) | |
| Assessment: | Students will develop a logical argument by identifying four aspects of safety in relation to movement by using a graphic organizer. See resources. | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide task cards that model jumps, rolls and balance movements | Students may work with a partner utilizing their knowledge of good safety practice |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may perform a movement sequence using advanced skills with appropriate safety procedures (e.g. partner-assisted headstand into a forward roll) |
| Critical Content: | <ul style="list-style-type: none"> • Gymnastics, rhythm or dance routine with smooth transitions • Moderate to vigorous activities • Safety rules for an activity • Flexibility exercises | |
| Key Skills: | <ul style="list-style-type: none"> • Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions • Engage with confidence in moderate to vigorous activities • Identify safety rules for an activity • Perform flexibility exercises | |

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| Critical Language: | Safety, Sequence, Balance, Smooth Transitions, Create, Coordination, Agility, Power, Reaction Time, Speed, Flexibility |
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Learning Experience # 4

The teacher may design dance stations (e.g. videos of The Worm, Cupid Shuffle, hip hop steps) so students can apply flow, sequence, speed, level and direction into a routine (e.g. cha-cha slide dance video).

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| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization Patterns, sequencing, and direction changes create dance routines |
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| Teacher Resources: | http://video.about.com/dance/What-Are-the-Easiest-Hip-Hop-Dance-Moves-for-Beginners-.htm (Hip hop dance steps) https://video.search.yahoo.com/video/play?p=the+worm+dance+moves&vid=cd0345fd4b165d682b6ba4aeb6aa58c5&l=3%3A47&tu rl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3D%3D608038103843277805%26pid%3D15.1&rurl=http%3A%2F%2Fwww.youtu be.com%2Fwatch%3Fv%3DHxB47LKsgZI&tit=Dance+Moves+The+Worm+-+How+to+Do+the+Forward+Worm+Dance+Lesson&c=1&sigr=11a88pclr&sig=11ujeipa3&ct=p&age=0&fr2=p%3As%2Cv%3Av%2Cm%3Asa&fr=yfp-t-252&tt=b (The Worm) https://www.youtube.com/watch?v=q6tTvYeNRao (Cha Cha slide - Nintendo) https://www.youtube.com/watch?v=XQVlr0PzdFE (Cupid shuffle) |
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| Student Resources: | http://video.about.com/dance/What-Are-the-Easiest-Hip-Hop-Dance-Moves-for-Beginners-.htm (Hip hop dance steps) https://video.search.yahoo.com/video/play?p=the+worm+dance+moves&vid=cd0345fd4b165d682b6ba4aeb6aa58c5&l=3%3A47&tu rl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3D%3D608038103843277805%26pid%3D15.1&rurl=http%3A%2F%2Fwww.youtu be.com%2Fwatch%3Fv%3DHxB47LKsgZI&tit=Dance+Moves+The+Worm+-+How+to+Do+the+Forward+Worm+Dance+Lesson&c=1&sigr=11a88pclr&sig=11ujeipa3&ct=p&age=0&fr2=p%3As%2Cv%3Av%2Cm%3Asa&fr=yfp-t-252&tt=b (The Worm) https://www.youtube.com/watch?v=q6tTvYeNRao (Cha Cha slide - Nintendo) https://www.youtube.com/watch?v=XQVlr0PzdFE (Cupid shuffle) |
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| Assessment: | Students will discuss and demonstrate flow, speed and sequence from the teacher developed dance station activities. See teacher resources (e.g. Pair/Share). |
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| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide modified moves which replace more complex moves (e.g. slide step shuffle instead of grapevine) | Students may independently modify the dance moves based on their ability (e.g. slide step shuffle instead of grapevine) |

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| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may begin to add style and expression to their dance moves (e.g. facial expressions, spin moves, arm movements) |

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| Critical Content: | <ul style="list-style-type: none"> • Gymnastics, rhythm or dance routine with smooth transitions • Moderate to vigorous activities • Safety rules for an activity |
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| Key Skills: | <ul style="list-style-type: none"> • Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions • Engage with confidence in moderate to vigorous activities • Identify safety rules for an activity |
| Critical Language: | Dance, Coordination, Speed, Flow, Sequence, Smooth Transitions, Patterns |

Learning Experience # 5

The teacher may review the components of skill related fitness (e.g. power needed in a tuck jump) so students can connect skills with specific design elements in a movement routine.

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| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization Identification of the skill related components of fitness enhances the application of skillful movement Patterns, sequencing, and direction changes create dance routines |
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| Teacher Resources: | http://www.teachpe.com/fitness/skill.php (Explanation of skill-related fitness components) http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Mega-Bundle-Health-and-Skill-Related-Components-1513448 (Fitness Task Cards) https://www.youtube.com/watch?v=bpKct2HPh8U (Skill related fitness components explained) |
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| Student Resources: | http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Mega-Bundle-Health-and-Skill-Related-Components-1513448 (Fitness Task Cards) https://www.youtube.com/watch?v=bpKct2HPh8U (Skill related fitness components explained) |
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| Assessment: | Students will perform a teacher-led routine and identify the skill-related components within the movements (e.g. plank into a squat, tuck jump into a forward roll). |
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| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide a list of the 6 skill related components of fitness as a reference (e.g. speed, agility, coordination, balance, reaction time, power) | Students may perform one on one with the teacher to demonstrate an alternate representation of the skill related components of fitness (e.g. hop instead of tuck jump) |

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| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may begin creating a sequence using all 6 skill related components of fitness in their routine |

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| Critical Content: | <ul style="list-style-type: none"> • Gymnastics, rhythm or dance routine with smooth transitions • Moderate to vigorous activities • Activities for skill related fitness |
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| Key Skills: | <ul style="list-style-type: none"> • Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions • Engage with confidence in moderate to vigorous activities • Perform activities for skill related fitness |
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Colorado Teacher-Authored Sample Instructional Unit

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| Critical Language: | Create, Sequence, Smooth Transitions, Dance, Agility, Power, Coordination, Balance, Reaction Time, Speed |
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| Learning Experience # 6 |
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The teacher may review movements (e.g. dance, gymnastics, locomotors, etc.) so students can recognize ways to synthesize concepts into routines with smooth transitions using flow, speed and sequence (e.g. grapevine into a cartwheel into a front scale).

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| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization Identification of the skill related components of fitness enhances the application of skillful movement Patterns, sequencing, and direction changes create dance routines |
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| Teacher Resources: | https://www.youtube.com/watch?v=yEwgcBt05cU (Rhythmic Movements video) https://www.youtube.com/watch?v=epX5okzCfQk (Primitive functional movement) |
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| Student Resources: | https://www.youtube.com/watch?v=yEwgcBt05cU (Rhythmic Movements video) https://www.youtube.com/watch?v=epX5okzCfQk (Primitive functional movement) https://docs.google.com/document/d/149k79DvkiGf5L0bVLKGJEsZqXKsqrGwc1eacLd1j1EE/pub (Student illustration) |
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| Assessment: | Students will work in a small group to create a short routine with 3-5 movements that demonstrates smooth transitions. (e.g. tree pose into slide step, cartwheel into plank and finish with the worm) |
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| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide other modes for students to show their knowledge of creating a routine (e.g. draw pictures of a routine sequence) | Students may create routine using locomotor movements (e.g. walk into a run) Students may illustrate the routine (e.g. stick figures with a movement description) |

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| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may use advanced skills and style in creating their routine with smooth transitions (e.g. Wild West dance with elaborations) |

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| Critical Content: | <ul style="list-style-type: none"> Gymnastics, rhythm or dance routine with smooth transitions Moderate to vigorous activities Activities for skill related fitness Flexibility exercises |
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| Key Skills: | <ul style="list-style-type: none"> Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions Engage with confidence in moderate to vigorous activities Perform activities for skill related fitness Perform flexibility exercises |
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Colorado Teacher-Authored Sample Instructional Unit

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|---------------------------|---|
| Critical Language: | Create, Refine, Patterns, Sequence, Smooth Transitions, Dance, Agility, Power, Coordination, Balance, Reaction Time and Speed |
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| Learning Experience # 7 | | |
| The teacher may provide a dance specific rubric so students can begin to connect self and peer evaluations with the creative process. | | |
| Generalization Connection(s): | The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization Identification of the skill related components of fitness enhances the application of skillful movement Patterns, sequencing, and direction changes create dance routines | |
| Teacher Resources: | https://www.youtube.com/watch?v=yEwgcBt05cU (Rhythmic Movements video) https://docs.google.com/document/d/1-unZcWOwKlaDYsG2spDceDZEaOAdveAwpBstFcz7kbM/pub (Movement Performance Rubric) https://docs.google.com/document/d/1QfUK80mP33vM8_IKOKIWJYwiy5cP0e9mcc77A_dGdg/pub (Movement Performance Checklist) | |
| Student Resources: | http://www.pecentral.org/assessment/paperandpencil/gymnasticsroutine.pdf (Sample Rubric) https://www.youtube.com/watch?v=yEwgcBt05cU (Rhythmic Movements video) https://docs.google.com/document/d/1-unZcWOwKlaDYsG2spDceDZEaOAdveAwpBstFcz7kbM/pub (Movement Performance Rubric) https://docs.google.com/document/d/1QfUK80mP33vM8_IKOKIWJYwiy5cP0e9mcc77A_dGdg/pub (Movement Performance Checklist) | |
| Assessment: | Students will analyze and edit the rubric to implement and assess elements of their routine. (e.g. routine is proficient). See resources. | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide an additional example (e.g. peer group or video) to assist students in gaining further understanding of routine development | Students may use a basic checklist (see student resources) to determine whether or not they have met all elements of the routine |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may use stylistic and expressive forms to increase the complexity of their routine (e.g. use of facial expressions while performing the routine) |
| Critical Content: | <ul style="list-style-type: none"> • Gymnastics, rhythm or dance routine with smooth transitions • Moderate to vigorous activities • Flexibility exercises • Activities for skill related fitness | |
| Key Skills: | <ul style="list-style-type: none"> • Create and demonstrate a gymnastics, rhythm or dance routine with smooth transitions • Engage with confidence in moderate to vigorous activities | |

Colorado Teacher-Authored Sample Instructional Unit

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| | <ul style="list-style-type: none">• Perform flexibility exercises• Perform activities for skill related fitness |
| Critical Language: | Refine, Create, Patterns, Sequence, Smooth Transitions, Dance, Agility, Power, Coordination, Balance, Reaction Time, Speed |