

# Unit Title: Knowing Your Body

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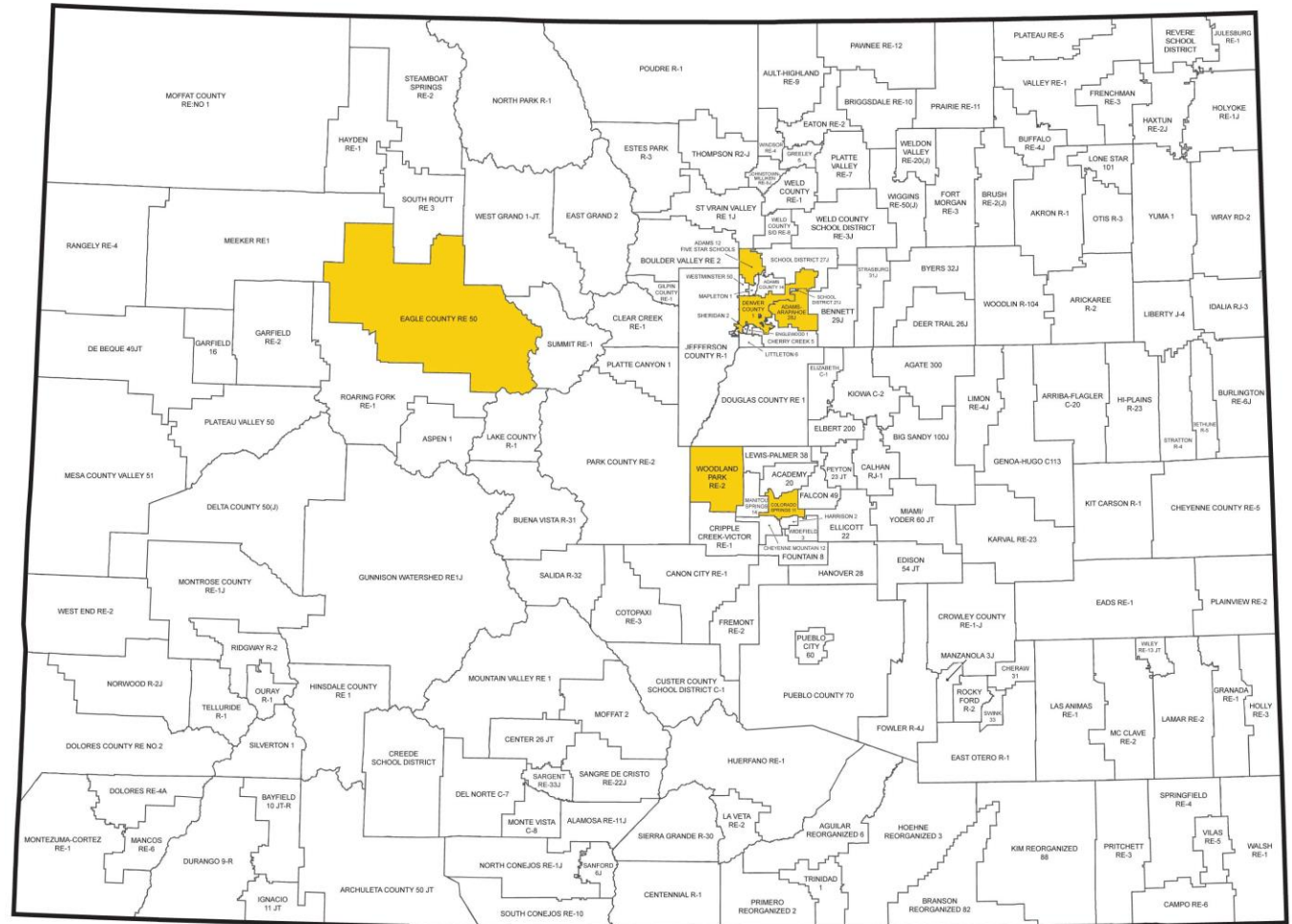
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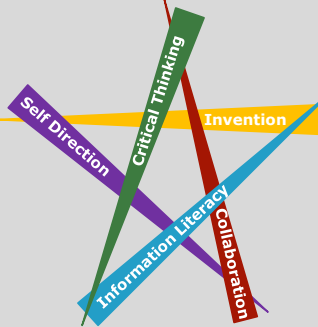
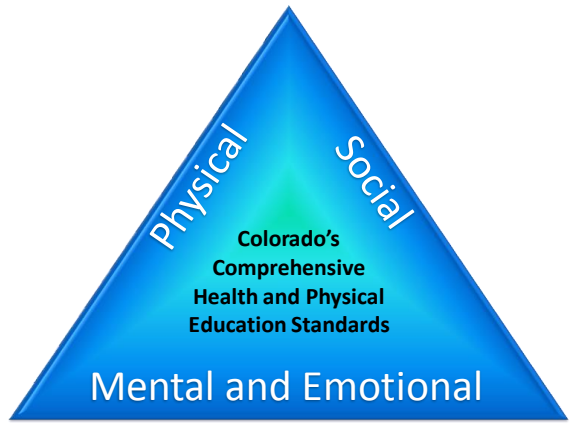
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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support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

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	Kindergarten
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement Competence and Understanding	1. Demonstrate body and spatial awareness through safe movement	PE09-GR.k-S.1-GLE.1	
	2. Locate the major parts of the body	PE09-GR.k-S.1-GLE.2	
2. Physical and Personal Wellness	1. Understand that physical activity increases the heart rate, making the heart stronger	PE09-GR.k-S.2-GLE.1	
3. Emotional and Social Wellness	1. Demonstrate respect for self, others, and equipment	PE09-GR.k-S.3-GLE.1	
	2. Demonstrate the ability to follow directions	PE09-GR.k-S.3-GLE.2	
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.		

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	
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<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Knowing Your Body	4-6 weeks	3

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Knowing Your Body		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Personal Awareness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.k-S.2-GLE.1 PE09-GR.k-S.3-GLE.2 PE09-GR.k-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Which activities can you do for the longest time? Shortest time? (PE09-GR.k-S.2-GLE.1-EO.b,c; IQ. 1; RA. 2; N.2,3)</li> <li>• Are there other ways other than checking your heart rate to know that your heart is working hard? (PE09-GR.k-S.2-GLE.1-EO.a,c; IQ. 2; RA. 1,2; N.1,2)</li> <li>• What are different ways to increase a heartbeat? (PE09-GR.k-S.2-GLE.1-EO.c; IQ. 1; RA. 1; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness in Physical Education Emotional and Social Wellness in Physical Education			
<b>Concepts</b>	Feelings, Knowing oneself, Understanding, Reflection, Body Awareness, Moderation, Sustainability, Time, Identification, Participation, Intensity, Health & Wellness, Citizenship, Respect, Laws and Rules, Sequencing, Responsibility			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Rules and responsibility promote respect, good citizenship, and safety. (PE09-GR.k-S.3-GLE.2-EO.a,b,d; IQ. 1; RA.1; N.1)	Which safety rule is most important?	Why are rules important?
Identification of feelings that result from participating in physical activity promotes an understanding of body awareness. (PE09-GR.k-S.2-GLE.1-EO.a; IQ. 1; RA.1 ; N.3)	What is physical activity?	Why are feelings important?
Participation in moderate to vigorous physical activities facilitates health and wellness. (PE09-GR.k-S.2-GLE.1-EO.a,b; IQ. 1,2; RA.1; N.1,2,3)	What activities make your heart beat faster?	Why is being physically active important?
Identification of the heart rate during participation in physical activity facilitates understanding of the intensity of a physical activity. (PE09-GR.k-S.2-GLE.1-EO.a,c; IQ. 1,2; RA.2; N.1)	What is a heart rate?	Why does the heart beat faster while participating in physical activity? How does running make you feel?

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Moderate to vigorous physical activity (PE09-GR.k-S.2-GLE.1-EO.b)</li> <li>• Heart rate (PE09-GR.k-S.2-GLE.1-EO.a)</li> <li>• Class protocols (PE09-GR.k-S.3-GLE.2-EO.d)</li> <li>• Instructions around physical activities (PE09-GR.k-S.3-GLE.2-EO.b)</li> <li>• Equipment management (PE09-GR.k-S.3-GLE.1-EO.d)</li> <li>• Feelings that result from participation in physical activity (PE09-GR.k-S.3-GLE.1-EO.b)</li> <li>• Activities that will increase the heart rate (PE09-GR.k-S.2-GLE.1-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain moderate to vigorous physical activity for short periods of time (PE09-GR.k-S.2-GLE.1-EO.b)</li> <li>• Find and feel the heart rate (PE09-GR.k-S.2-GLE.1-EO.a)</li> <li>• Follow established class protocols (PE09-GR.k-S.3-GLE.2-EO.d)</li> <li>• Speak at appropriate times (PE09-GR.k-S.3-GLE.2-EO.c)</li> <li>• Follow a simple series of instructions for an activity (PE09-GR.k-S.3-GLE.2-EO.b)</li> <li>• Help manage equipment (PE09-GR.k-S.3-GLE.1-EO.d)</li> <li>• Identify feelings that result from participation in physical activity (PE09-GR.k-S.3-GLE.1-EO.b)</li> <li>• Identify activities that will increase the heart rate (PE09-GR.k-S.2-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>Chris’s participation in physical activity for short periods of time promotes a healthy student and a better learner.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Participation, feelings, physical activity, identify, moderate, vigorous, sustain, instructions, protocols</p>
<p><b>Technical Vocabulary:</b></p>	<p>Heart rate, participation, physical activity, moderate, vigorous, sustain, short periods of time, equipment</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit allows students to develop an understanding of personal awareness that includes heart rate, intensity, responsibilities, and how the body feels during and after physical activity. The focus is on developing skills to recognize the differences between moderate and vigorous activities as it relates to personal health and wellness. The unit culminates with students taking on a role as a superhero coach to create activities for peers to demonstrate personal awareness.
<b>Considerations:</b>	<p>Although most kindergarten students will have some prior knowledge of personal awareness, it can be a challenging aspect to teach in physical education. Please consider the following:</p> <ul style="list-style-type: none"> <li>• Culture and Language</li> <li>• Visual supports with concept verbs</li> <li>• Full day or half-day students</li> </ul> <p>This unit was written to address the grade level outcomes. Additional considerations would include:</p> <ul style="list-style-type: none"> <li>• Time spent with students (e.g. length of class, # of days a week)</li> <li>• Part time teacher vs. Full time teacher</li> <li>• Space &amp; experience in a physical education setting</li> </ul> <p>Teachers may need to do some foundational work on social and emotional skills depending on prior life experiences (refer to the Playing Nice In The Sand Box Unit to identify understanding and prior skills )</p>
<b>Unit Generalizations</b>	
<b>Key Generalization (s):</b>	Participates in moderate to vigorous physical activities facilitates health and wellness
<b>Supporting Generalizations:</b>	<p>Identification of feelings that results from participating in physical activity promotes an understanding of body awareness</p> <p>Rules and responsibilities promote respect, good citizenship, and safety</p> <p>Identification of the heart rate during participation in physical activity facilitates understanding of the intensity of a physical activity</p>

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Participation in moderate to vigorous physical activities facilitates health and wellness.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your fellow classmates are superhero coaches who will save the world from the “lazy slug bug.” As a superhero coach you will create one vigorous and one moderate physical activity to demonstrate to a partner. During the activities you and your partner will identify your heart rate and experience different levels of intense physical activity.
<b>Product/Evidence:</b> (Expected product from students)	<p>The student will show personal awareness by creating a vigorous and a moderate activity which will include identification of:</p> <ul style="list-style-type: none"> <li>• Heart rates after participation in each activity (e.g. slow and fast)</li> <li>• Responsibilities (e.g. personal space, general space, respect, safety)</li> <li>• Intensity levels (e.g. low, moderate, vigorous)</li> <li>• Body assessment (How does your body feel during and after the activity)</li> </ul> <p>Using teacher-created physical activity task cards, the student will record the activity and demonstrate it to a partner and teacher.  <a href="https://docs.google.com/document/d/1-i1-YH0z_gkqv3iRpRrsRahKDdm7BqIPhLf9YYQ_70I/edit?usp=sharing">https://docs.google.com/document/d/1-i1-YH0z_gkqv3iRpRrsRahKDdm7BqIPhLf9YYQ_70I/edit?usp=sharing</a> (Answer key for final assessment)  <a href="https://docs.google.com/document/d/1O8HTF15AV9Dy0xxbQka-fzY8VFBUAMG7vtDeVv96Sgg/edit?usp=sharing">https://docs.google.com/document/d/1O8HTF15AV9Dy0xxbQka-fzY8VFBUAMG7vtDeVv96Sgg/edit?usp=sharing</a> (Final assessment)</p>

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	<a href="https://docs.google.com/forms/d/1TDKarn4Dyj_PIOUG34P5kyyH3HSJfjV7jCk1oNbPI0w/viewform?c=0&amp;w=1&amp;usp=mail_form_link">https://docs.google.com/forms/d/1TDKarn4Dyj_PIOUG34P5kyyH3HSJfjV7jCk1oNbPI0w/viewform?c=0&amp;w=1&amp;usp=mail_form_link</a> (Google form assessment)
<b>Differentiation:</b> (Multiple modes for student expression)	Students may perform or verbally state the 3 criteria to the teacher. The student may select an activity with the language and pictures to guide the student. The teacher will read each question to the students on the final assessment.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Hear your Heart</i> by Paul Showers (Lexile 280-580) <i>My Amazing Body: A First Look at Health and Fitness</i> by Pat Thomas (Lexile 280-580) <i>My Bodyworks: Songs About Your Bones, Heart, Muscles and More</i> by Jane Schoenberg (Lexile 280-580)	<i>Personal Space Camp</i> By Julia Cook (Lexile 280-580) <i>The Emperor’s Egg</i> by Martin Jenkins (Lexile 280-380) <i>I Just Forgot</i> by Mercer Mayer (Lexile 280-380) <i>Arthur’s Pet Business</i> by Marc Brown (Lexile 280-380) <i>The Worst Day of My Life, EVER!</i> by Julia Cook (Lexie 280-580) <i>Personal Space Camp Activity and Idea Book</i> by Julia Cook (Lexile 280-580)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/Work like a coach: Personal Awareness	Teacher Resources:	<a href="http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp">http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp</a> (Personal Space Camp) <a href="https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing">https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing</a> (Space Camp Game) <a href="http://www.pinterest.com/pin/115264071688939780/">http://www.pinterest.com/pin/115264071688939780/</a> (Sample exit slip)
			Student Resources:	<a href="http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp">http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp</a> (Personal Space Camp) <a href="https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing">https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing</a> (Space Camp Game) <a href="http://www.pinterest.com/pin/115264071688939780/">http://www.pinterest.com/pin/115264071688939780/</a> (Sample exit slip)
	Skills:	Follow established class protocols Follow a simple series of instructions for an activity Speak at appropriate times Help manage equipment	Assessment:	Students will demonstrate personal awareness skills by entering the class daily, with self-control (e.g. quiet, respectful, space of others).
2.	Description:	Think/Work like a coach: Responsibility	Teacher Resources:	<a href="http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp">http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp</a> (Personal Space Camp Book) <a href="http://www.clackamas.us/sheriff/documents/bubblebook.pdf">http://www.clackamas.us/sheriff/documents/bubblebook.pdf</a> (The Bubble Book) <a href="https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing">https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1lfNkU/view?usp=sharing</a> (Game of Space Camp)

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		Student Resources:	
Skills:	Follow established class protocols Follow a simple series of instructions for an activity Speak at appropriate times Help manage equipment	Assessment:	Students will demonstrate a daily example of showing responsibility in the classroom. A teacher may use the following prompt: "What did you do today without the teacher asking you?"

<b>Prior Knowledge and Experiences</b>
<p>The individual learning experiences build upon a presumed working knowledge of:</p> <ul style="list-style-type: none"> <li>• social emotional skills</li> <li>• personal awareness (e.g. personal space, general space)</li> <li>• following established class protocols</li> </ul> <p>Students will have varying backgrounds and prior learning experiences that may impact their skill development.</p>

<b>Learning Experience # 1</b>		
The teacher may provide examples of moderate (e.g. walking) and vigorous physical activities (e.g. running) so students can begin to identify different intensity levels of physical activity.		
<b>Generalization Connection(s):</b>	Participation in moderate to vigorous physical activities facilitates health and wellness	
<b>Teacher Resources:</b>	<a href="http://physedgames.com/category/fitness/">http://physedgames.com/category/fitness/</a> (Fitness games or warmups) <a href="http://www.peuniverse.com/videos/zig-zag-fitness-1">http://www.peuniverse.com/videos/zig-zag-fitness-1</a> (Fitness activity) <a href="http://www.ideafit.com/fitness-library/kids-move-0">http://www.ideafit.com/fitness-library/kids-move-0</a> (Fitness activities)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will participate in one moderate and one vigorous physical activity and discuss their feelings about the activity. "This activity made me feel _____."	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may modify the activities	Students may perform modified moderate and/or vigorous activity
<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
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Moderate to vigorous activity</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Sustain moderate to vigorous physical activity for short periods of time</li> <li>• Follow a simple series of instructions for an activity</li> <li>• Speak at appropriate times</li> <li>• Follow established class protocols</li> <li>• Help manage equipment</li> </ul>
<b>Critical Language:</b>	Moderate, Vigorous, Activity, Personal health, Health, Wellness, Participation

**Learning Experience # 2**

The teacher may create opportunities to explore personal awareness (e.g. personal space, general space, safety, respect) so students can begin to comprehend responsibilities associated with group physical activities.

<b>Generalization Connection(s):</b>	Rules and responsibility promote respect, good citizenship, and safety	
<b>Teacher Resources:</b>	<a href="http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp">http://www.juliacookonline.com/books/personal-behaviors/personal-space-camp</a> (Personal Space Camp) <a href="https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1fNkU/view?usp=sharing">https://drive.google.com/file/d/0B4rSUoNjXm_OTWhoMFhYN1fNkU/view?usp=sharing</a> (Space Camp activity) <a href="http://www.speechbuddy.com/blog/language-development/5-ways-sign-language-benefits-the-hearing/">http://www.speechbuddy.com/blog/language-development/5-ways-sign-language-benefits-the-hearing/</a> (Sign language - “sorry”)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will demonstrate personal awareness (e.g. personal space, general space, safety, respect) by playing Space Camp.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may use the <i>Personal Space Camp</i> text to add a set induction	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Responsibilities</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Follow a simple series of instructions for an activity</li> <li>• Help manage equipment</li> <li>• Speak at appropriate times</li> <li>• Follow established class protocols</li> </ul>	
<b>Critical Language:</b>	Personal awareness, Body awareness, Personal space, General space, Respect, Responsibilities, Safety	



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Learning Experience # 3		
The teacher may introduce benefits of physical activity so students can begin to understand how participating in moderate to vigorous physical activity can lead to improved health.		
<b>Generalization Connection(s):</b>	Participation in moderate to vigorous physical activities facilitates health and wellness	
<b>Teacher Resources:</b>	<a href="http://lovepe.me/2013/11/13/5-components-of-health-related-fitness-tag/">http://lovepe.me/2013/11/13/5-components-of-health-related-fitness-tag/</a> (Example of a noodle tag game) <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.VH8_BfTF89I">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.VH8_BfTF89I</a> (Heart tag) <a href="https://drive.google.com/file/d/0B4rSUoNjXm_OaUpnOVduS215NHc/view?usp=sharing">https://drive.google.com/file/d/0B4rSUoNjXm_OaUpnOVduS215NHc/view?usp=sharing</a> (Posters for wall)	
<b>Student Resources:</b>	<a href="http://www.pinterest.com/pin/92253492341950735/">http://www.pinterest.com/pin/92253492341950735/</a> (Poster for reference of Health)	
<b>Assessment:</b>	Students will demonstrate an understanding of how moderate to vigorous activities can improve health and wellness by playing noodle tag	
<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 provide one-on-one checks for understanding, modified activities, and/or physical demonstrations	Students may show the activity to the teacher or demonstrate modified activities
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may have the students draw a picture of unhealthy or healthy activities The teacher may use an iPad instead of poster if available	Students may write the word next to the picture
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Moderate to vigorous activity</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Follow a simple series of instructions for an activity</li> <li>Follow established class protocols</li> <li>Help manage equipment</li> <li>Sustain moderate to vigorous physical activity for short periods of time</li> </ul>	
<b>Critical Language:</b>	Health, Wellness, Healthy, Unhealthy, Moderate, Vigorous	

Learning Experience # 4		
The teacher may explore the importance of monitoring heart rate so students can recognize how participating in moderate and vigorous activities affects heart rate (e.g. heart rate is slower or faster depending on activity).		
<b>Generalization Connection(s):</b>	Identification of heart rate during participation in physical activity facilitates understanding of intensity of a physical activity	
<b>Teacher Resources:</b>	<a href="http://labelsforeducation.com/assets/pdf/fitness_plan_KGarten.pdf">http://labelsforeducation.com/assets/pdf/fitness_plan_KGarten.pdf</a> (Lesson plan for heart rate) <a href="https://www.youtube.com/watch?v=-K6LK4DrihY">https://www.youtube.com/watch?v=-K6LK4DrihY</a> (Heart rate video)	

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	<a href="https://www.youtube.com/watch?v=gxUNxvsG7lc">https://www.youtube.com/watch?v=gxUNxvsG7lc</a> (What the heart is/does)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=-K6LK4DrihY">https://www.youtube.com/watch?v=-K6LK4DrihY</a> (Heart rate video) <a href="https://www.youtube.com/watch?v=gxUNxvsG7lc">https://www.youtube.com/watch?v=gxUNxvsG7lc</a> (What the heart is/does)	
<b>Assessment:</b>	Students will show their understanding of heart rate by squeezing their hand into a fist and opening to represent the speed of their heart rate (e.g. slow or fast) before, during, and after activity.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Heart rate</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Find and feel the heart rate</li> <li>Identify activities that increase the heart rate</li> <li>Follow established class protocols</li> <li>Speak at appropriate times</li> <li>Follow a simple series of instruction</li> <li>Sustain moderate to vigorous physical activity for short periods of time</li> </ul>	
<b>Critical Language:</b>	Heart rate, Physical activity, Intensity, Participation	

<b>Learning Experience # 5</b>		
The teacher may provide illustrations of different activities so students can distinguish between the varying intensity levels (e.g. high, low) and the connection to their heart rate (e.g. slow, fast).		
<b>Generalization Connection(s):</b>	Identification of heart rate during participation in physical activity facilitates understanding of intensity of a physical activity	
<b>Teacher Resources:</b>	<a href="http://physedgames.com/category/fitness/">http://physedgames.com/category/fitness/</a> (Speedway activity)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will participate in a fitness activity to differentiate the different levels of intensity (e.g. teams will perform a variety of locomotor skills at different speeds on the Speedway, with players on each team taking turns cruising laps. After each lap, the student will assess their heart rate.)	

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide one-on-one check for understanding, modified activities, and physical demonstrations	Students may point to a picture slow or fast animal (e.g. tortoise or hare)
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide heart rate monitors at each lap completion	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Heart rate</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Find and feel the heart rate</li> <li>Identify activities that increase the heart rate</li> <li>Sustain moderate and vigorous activity for short periods of time</li> <li>Follow established class protocols</li> <li>Speak at appropriate times</li> <li>Follow a simple series of instructions</li> </ul>	
<b>Critical Language:</b>	Intensity, Slow, Fast, Low, High, Heart rate	

<b>Learning Experience # 6</b>	
The teacher may provide examples of moderate activities so students can consider the positive effects of these activities on physical well-being.	
<b>Generalization Connection(s):</b>	Identification of heart rate during participation in physical activity facilitates understanding of intensity of a physical activity
<b>Teacher Resources:</b>	<a href="http://www.cdc.gov/physicalactivity/everyone/measuring/">http://www.cdc.gov/physicalactivity/everyone/measuring/</a> (Talk test description) <a href="http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf">http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf</a> (Moderate & vigorous activity lists) <a href="http://www.sparkpeople.com/resource/fitness_articles.asp?id=639">http://www.sparkpeople.com/resource/fitness_articles.asp?id=639</a> (Article about talk test)
<b>Student Resources:</b>	
<b>Assessment:</b>	<p>Students will perform with a partner a moderate fitness activity (e.g. walk, shooting baskets, golf, slow skipping) and discuss how it makes the body feel.</p> <p>Teacher may use the following prompt questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>What did you notice with the different activities and how well you could talk?</li> <li>What are examples of moderate activities?</li> <li>Why are moderate activities good for your health?</li> <li>Does your heart beat faster when you are a lazy slugbug or when you are doing a moderate activity?</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<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 provide one-on-one check for understanding, modified activities, and physical demonstrations	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may create their own moderate activity
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Moderate Intensity Level</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Sustain moderate to vigorous physical activity for short periods of time</li> <li>Follow a simple series of instructions for an activity.</li> <li>Speak at appropriate times</li> <li>Follow established class protocols</li> <li>Identify activities that will increase the heart rate</li> </ul>	
<b>Critical Language:</b>	Moderate, Intensity, Physical activity, Lazy, Heart rate	

<b>Learning Experience # 7</b>		
The teacher may provide examples of vigorous activities so students can consider the positive effects of these activities on physical well-being.		
<b>Generalization Connection(s):</b>	Identification of heart rate during participation in physical activity facilitates understanding of intensity of a physical activity	
<b>Teacher Resources:</b>	<a href="http://www.cdc.gov/physicalactivity/everyone/measuring/">http://www.cdc.gov/physicalactivity/everyone/measuring/</a> (Talk test description) <a href="http://www.sparkpeople.com/resource/fitness_articles.asp?id=639">http://www.sparkpeople.com/resource/fitness_articles.asp?id=639</a> (Article about talk test) <a href="http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf">http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf</a> (Moderate & vigorous activity lists)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will perform with a partner a vigorous fitness activity (e.g. running, jumping rope, soccer, skipping fast) and discuss how it makes the body feel. Teacher may use the following prompt questions to guide the discussion: <ul style="list-style-type: none"> <li>What did you notice with the different activities and how well you could talk?</li> <li>What are examples of vigorous activities?</li> <li>Why are vigorous activities good for your health?</li> <li>Does your heart beat faster when you are doing a moderate activity versus a vigorous activity?</li> </ul>	
<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 provide one-on-one check for understanding, modified activities, and physical demonstrations	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<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 create their own vigorous activity
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Vigorous intensity level</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Sustain moderate to vigorous physical activity for short periods of time</li> <li>• Follow a simple series of instructions for an activity</li> <li>• Identify activities that will increase the heart rate</li> <li>• Speak at appropriate times.</li> </ul>	
<b>Critical Language:</b>	Vigorous, Intensity, Physical activity	

<b>Learning Experience # 8</b>		
The teacher may explore life-long benefits of physical activity so students can connect moderate and vigorous activities to body feelings (e.g. happiness, increased energy etc.).		
<b>Generalization Connection(s):</b>	Identification of feelings that result from participating in physical activity promotes an understanding of body awareness	
<b>Teacher Resources:</b>	<a href="http://physedgames.com/?s=frogger">http://physedgames.com/?s=frogger</a> (Spatial awareness game)	
<b>Student Resources:</b>	<a href="http://www.pinterest.com/pin/115264071688939780/">http://www.pinterest.com/pin/115264071688939780/</a> (Sample exit slip)	
<b>Assessment:</b>	Students will assess how their body feels after participating in the Frogger activity by using an exit slip.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How does your body feel?</li> <li>• How does running make you feel?</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Follow a simple series of instructions for an activity</li> <li>• Help manage equipment</li> <li>• Identify feelings that result from participation in physical activity</li> <li>• Sustaining moderate to vigorous physical activity for short periods of time</li> </ul>	
<b>Critical Language:</b>	Feelings, Body, Moderate, Vigorous, Participation, Equipment, Physical activity, Happy , Energized, Tired	

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 9		
The teacher may review concepts from prior learning experiences so students can apply their knowledge of personal responsibilities, how the body feels, intensity, and heart rate.		
<b>Generalization Connection(s):</b>	Identification of feelings from participating in physical activity promotes an understanding of body awareness	
<b>Teacher Resources:</b>	<a href="http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Cardiovascular-Endurance-1391354">http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-Cardiovascular-Endurance-1391354</a> (Fitness task cards, minimal cost) <a href="http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-7-Free-Cards-1513792">http://www.teacherspayteachers.com/Product/Fitness-Circuit-Task-Cards-7-Free-Cards-1513792</a> (Fitness task cards, free) <a href="http://www.teacherspayteachers.com/Product/Blank-Classroom-job-cards-in-BRIGHT-polka-Dot-315946">http://www.teacherspayteachers.com/Product/Blank-Classroom-job-cards-in-BRIGHT-polka-Dot-315946</a> (Blank task card, free) <a href="https://drive.google.com/file/d/OB9yTqwoe4JcYaTgtaGZWdHVZdXc/view?usp=sharing">https://drive.google.com/file/d/OB9yTqwoe4JcYaTgtaGZWdHVZdXc/view?usp=sharing</a> (6 concept bucket set up)	
<b>Student Resources:</b>		
<b>Assessment:</b>	Students will select task cards from each category (activity, intensity, heart rate, feelings, responsibilities) by participating in an activity (tag, stations, peer coaching, create your workout routine) to demonstrate understanding of personal awareness.	
<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 provide one-on-one check for understanding, modified activities, and physical demonstrations	Students may use fewer task cards
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal responsibility</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Sustain moderate to vigorous physical activity for short periods of time</li> <li>• Identify feelings that result from participation in physical activity</li> <li>• Identify activities that will increase the heart rate</li> <li>• Follow a simple series of instructions for an activity</li> <li>• Help manage equipment</li> <li>• Follow established class protocols</li> <li>• Speak at appropriate times</li> </ul>	
<b>Critical Language:</b>	Personal awareness, Activity, Heart rate, Responsibility, Feelings, Intensity, Body awareness	