

LONG BRANCH PUBLIC SCHOOLS

"Where Children Matter Most"
Long Branch, New Jersey

2016

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Unit Plan	
Grade: 6, 7 & 8	Unit Title: Basketball
Subject/Content Area: Physical Education	Anticipated time frame: 2 weeks
Desired Outcomes	
<p>Unit Summary/Rationale: This course is designed to teach the fundamental rules, skills and safety aspects of Basketball. Through practicing skills and playing in games, this course will allow students to engage in physical activity. Basketball can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.)</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play? 6. How can moving without the ball on offense help one to score? 7. Why does balance and setting feet toward the basket when shooting make a difference when shooting a jump shot? 8. How does being able to dribble with both hands help one to become more effective on offense?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and non-verbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during doubles play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles <p>5. Strategy Basic Offensive strategies include passing, dribbling, shooting, and lay ups</p> <p>Basic Defensive strategies include keeping one's body between the offense player and the basket, moving feet and keeping hands active while avoiding contact, and rebounding</p> <p>Advanced Offensive strategies include give and go, pick and roll, and shooting off of a screen, alley oops pass and shot</p> <p>Advanced Defensive strategies include zone versus man to man, pressing defense, and trapping defense.</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication and work in team / group settings with others. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> - Mathematics: court dimensions, scoring, timing, personal and team averages - Science: muscle groups required for individual skill performance 	

21st Century Themes:

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Students will discuss how commercial and print ads use some form of appeal to reach potential customers and how advertisers use appeal to influence a customer to purchase a product or support a cause.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Students will collaborate in small groups and come up with some classroom procedures that should be enforced when in this unit.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

Students will have discussions in small groups about a topic chosen for that day. Those students will discuss the topic and choose one person to be the leader of the group to present the information discussed.

Technology:

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

Students will make graphs of the stats from certain drills they are working on. An example may be how many successful foul shots are made out of 10 attempts. This information can be kept on a data sheet and record the numbers every time the skill is practiced. The data will be tracked as well as a graph developed to see the progress.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5.8.A Movement Skill and Concepts:	2.5.8.A.1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2. Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning:

Summative Assessment

- End of the unit skills test using rubrics
- Peer assessments using rubrics
- Participation
- Self- assessments using rubrics
- Teacher observation/assessments
- Written tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill assessments
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Portfolio
- Discussions
- Written Assessments
- Preparation
- Skills Review:
 - Passing (stationary and on the move)
 - Shooting on target (hoop)
 - Give and go
 - Clearing Man and Zone defense
 - Dribbling Individual ball control skills

Evidence of Learning	
Lesson	Timeframe
Lesson 1: Intro to the Game, dribbling – both hands	2 days
Lesson 2: Review dribbling, introduce chest pass and bounce pass	2 days
Lesson 3: Review all skills, practice game like play – teach the layup/foul shot	1 day
Lesson 4: Review skills learned, game play and court game	1 day
Lesson 5: Teams and game play and court games	4 days
Teacher Notes: <ul style="list-style-type: none"> - Timeframe may vary due to the progression of the class - Modified games and shooting games will also be played to differentiate instruction 	
Equipment needed: Needed balls, court, nets, pinnies, score board, whistle	
Resources: www.pecentral.com You Tube clips internet mobile device magazines/newspapers http://www.sparkpe.org/physical-education-resources/	

Unit Plan	
Grade: 6, 7 & 8 Subject/Content Area: Physical Education	Unit Title: Dance Anticipated time frame: 2 weeks (10 Days)
Desired Outcomes	
Unit Summary/Rationale: The dance unit will include basic routines through warm-up activities, skill development activities, dances and assessments. Basic history, terminology and rules are discussed. Participation, preparation, cooperation and behavior are the standards each student is held to.	
Standards Addressed/Learning Targets: Standards 2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
Unit Enduring Understandings 1. In order to dance in a group setting, one must use and demonstrate effective communication with others. 2. Competition with others can foster greater personal achievement. 3. Dance is both an art form and a means of expression. 4. Dance styles can vary greatly from culture to culture and from decade to decade but the core aspects remain the same.	Unit Essential Questions 1. What are some positive impacts dances can have on one's health? 2. How is dance a great way to experience cardiovascular fitness? 3. Why is movement important?
Learners will know: 1. How to count steps/moves in dance. 2. How to break down a dance move into teachable steps and counts. 3. The steps for various different dances. 4. Specific dance terms used during class. 5. Dance requires practice to master.	Learners will be able to: 1. Learn a dance to counts. 2. Count their dance steps. 3. Perform the warm up dance, demonstrate their knowledge of the steps required to perform dances learned in class. 4. Be able to move rhythmically.

Primary interdisciplinary connections:

- Science: muscle groups required for individual skill performance
- LAL: learning new terms that are associated with dance as well as their meanings

21st Century Themes:

9.1.8.D.5 Explain the economic principle of supply and demand.

Students will understand how schools have budget cuts and cannot afford certain programs due to financial and/or enrollment limitations.

9.3.IT-SUP.6 Evaluate the effectiveness of an information system.

Students will be able to create or discuss ideas that should be on a brochure to attract students to join the dance team/class.

9..3.MK-SAL.2 Apply sales techniques to meet client needs and wants.

Students will be able to discuss and understand how marketing techniques are used to sell certain merchandise over others. Ex. Dance equipment, dance outfits, etc.

Technology:

8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Students will be able to create a flier/program for a dance show. The flier/program will include but not be limited to: drawings, outline of activities, explanation of dances, the origin of the dance, and the names of the participants.

<p>Unit Objective (Learning Targets) Students will:</p> <ul style="list-style-type: none"> • Learn variety a variety of movements • Use proper terminology with various dances • Learn ways to move (clockwise, counter clockwise, forward, backwards, circle, sideways) • Perform simple dances • move rhythmically in a variety of situations • Demonstrate all movements in the dance • Understand the social significance of dancing • Listen to instruction 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • End of the unit skills test using rubrics • Peer assessments using rubrics • Participation • Self- assessments using rubrics • Teacher observation/assessments • Written tests <p>Modifications (ELLs, Special Education, Gifted and Talented) Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ○ Teacher Observation ○ Homework ○ Class Participation (rubric for teamwork, sportsmanship, effort) ○ Skill assessments ○ Open-ended Questions ○ Self and Peer Assessments Specific Skill Assessment Rubrics ○ Portfolio ○ Discussions ○ Written Assessments ○ Preparation ○ Warm ups 	
<p>Lesson Plans & Pacing</p>	
<p>Lesson</p>	<p>Timeframe</p>
<p>Lesson 1: Intro to the Dance movements</p>	<p>2 days</p>

Lesson 2: Review what movements were learned and begin to combine movements in sequence	2 days
Lesson 3: Review all skills, review dance sequence, add on new movements	1 day
Lesson 4: Review all movements and sequences	1 day
Lesson 5: Play cooperative games that incorporate movements that are learned	4 days
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment: mobile device for music, exercise mats	
Resources: www.pecentral.com You Tube clips internet mobile device magazines/newspapers http://www.sparkpe.org/physical-education-resources/	

Unit Plan	
Grade: 6, 7 & 8 Subject/Content Area: Physical Education	Unit Title: Fitness Anticipated time frame: Sept-June
Desired Outcomes	
Unit Summary/Rationale: The students will be able to examine and improve on their aerobic, cardio and muscular endurance, strength, flexibility, and stability. Students will be able to discover the overall importance of staying healthy and fit to promote wellness.	
Standards Addressed/Learning Targets: Standards 2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
Unit Enduring Understandings 1. Aerobic exercise and endurance are critical to the overall health of an individual. 2. It's important to determine the difference between a resting heart rate and target heart as part of a person's health and training program. 3. It is important to maintain a healthy level of fitness so that you can lead a productive life.	Unit Essential Questions 1. Can you elevate the heart rate through continuous calisthenics set to music? 2. Can you increase your activity level to attain target heart rate? 3. Do you understand your body's limitations during activity? 4. What are the health benefits of improved flexibility? 5. What are the health benefits of improved muscular endurance?
Learners will know: -The safety rules of the gym/dance room. -How to properly use each piece of equipment. -How to calculate maximum heart rate and target heart rate. -How to create a fitness goal. -How to find creative ways to exercise outside of school.	Learners will be able to: -Fit people engage in physical activity on a regular basis. -Repetition of proper technique leads to overall improvement. - Understand what it takes to live a healthy lifestyle. - Understand that everyone's fitness level is different. - Participate in fitness games/activities such as but not limited to: a. capture the flag - Running, dodging, retrieving flag/object. b. pinball - throwing at stationary objects such as pins or cones. c. Poison ball-throwing at a stationary/moving big ball. d. Sharks and Minos- running, tagging, dodging, strategy, speed e. Flag tag- Running, strategic game play

<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> - Science: Knowledgeable regarding muscle groups that are stretched and utilized in specific movements - Math: Calculating their resting ,target, and maximum heart rate 	
<p>21st Century Themes:</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and procedures.</p> <p>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. Students will be able to develop rules and regulations that they think are necessary for a class to run properly and in a safe manner.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives. Students will be able to work collaboratively with their peers to develop strategies that will help them be successful in specific fitness activities that they are engaged in.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning. Students will understand the importance of sportsmanship and working together so that everyone can have a positive learning experience.</p> <p>9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. Students will be able to work together and complete self and peer assessments using rubrics to ensure understanding and to evaluate themselves as well as other.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. Students will be able to lead exercises and activities to show a leadership role in class.</p>	
<p>Technology:</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results. Students will be able to keep records throughout the year of scores for the fitness tests they participate in and be able to calculate their growth.</p>	
<p>Content Statements</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicator (CPI)</p>
<p>2.5.8.A Movement Skill and Concepts:</p>	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>

2.5.8.B Strategy:	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
2.5.8.C Sportsmanship, Rules, and Safety:	<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance</p>
2.6.8.A Fitness and Physical Activity:	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>
<p>Unit Objective (Learning Targets) <i>Students will:</i></p> <ul style="list-style-type: none"> • Know and be able to explain resting, target, and maximum heart rate. • Demonstrate an understanding of basic running form. • Develop spatial awareness. • Demonstrate and be able to teach others how to take and monitor exercise heart rate. • Explain the importance of the heart rate and its effects on training. • Know how to stretch correctly. • Know how to warm up and cool down. • Understand and perform various dance techniques.(cha-cha slide, electric slide, etc) 	

Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> - End of the unit skills test using rubrics - Peer assessments using rubrics - Participation - Self- assessments using rubrics - Teacher observation/assessments - Written tests - ½ mile run - Fitness tests 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation (rubric for teamwork, sportsmanship, effort) • Fitness assessments • Open-ended Questions • Self and Peer Assessments using rubrics • Portfolio • Discussions • Written Assessments • Preparation 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: warm up routine and fitness games/activities	2 days
Lesson 2: warm up activities and ½ mile run	2 days
Lesson 3: warm up activities and practice fitness test activities.	1 days
-Lesson 4: warm up activities and fitness assessment	1 days
Lesson 5: warm up activities and fitness games	3 days
<p>Teacher Notes: Fitness will be every Tuesday and Thursday throughout the school year. Plans will depend on class size, available gym space and weather.</p> <p>Timeframe and fitness activities may vary.</p>	
<p>Equipment needed: Track, cones, pedometers, music system, heart rate monitors, and various PE equipment when participating in fitness games/activities.</p>	

Resources:

You Tube clips

Internet

Mobile device

www.pecentral.com

<http://physedgames.com/>

<http://www.sparkpe.org/physical-education/lesson-plans/>

Unit Plan	
Grade: 6, 7 & 8 Subject/Content Area: Physical Education	Unit Title: Floor Hockey Anticipated time frame: 2 Weeks
Desired Outcomes	
Unit Summary/Rationale: <p>This course is designed to teach the fundamental rules, skills and safety aspects of floor hockey. Through practicing skills and playing in floor hockey games, this course will allow students to engage in physical activity. These games are designed to encourage physical activity throughout one's life as a mode stay physically fit and healthy. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and a referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets: Standards <p>2.6 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings <ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	Unit Essential Questions <ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play? 6. Why do you think equipment was added to hockey? Do you think added equipment prevents or increases injury? 7. What safety aspects do you feel are most important in floor hockey?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).
<p>Primary interdisciplinary connections:</p> <p>Science/Anatomy- Students will understand what muscles they are using while playing floor hockey, why space is important in this game, the speed the puck will go when hitting it.</p> <p>History- The history behind this sport (ice hockey and NHL).</p> <p>Math- Keeping score</p> <p>LAL- Students will research an article about hockey and discuss.</p>	

21st Century Themes:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss hockey in today’s society. Floor Hockey is the exact same sport as NHL ice hockey but played on dried area and not on ice. Students will watch a hockey game and will be able to discuss with one another.

9.3.12.AC-DES.2- Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

- Students will understand why it is essential to communicate and come up with tactical strategies while playing floor hockey.

Technology:

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use their mobile device to look up videos of how to properly execute gymnastic skills.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5.8.A.1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2. Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of floor hockey.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to dribble, shoot, and pass a hockey puck.
- Explain the importance of the goalie and how to play the position.
- Know how to play an offensive and defensive position.
- Know how to start the game with a face off

Evidence of Learning

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, dribbling, trapping, shooting)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, dribbling, trapping, shooting)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to Floor Hockey Passing and dribbling Grip Technique Game Play	1 Day
Lesson 2: Review passing and dribbling Advance to shooting Game Play	1 Day
Lesson 3: Review passing, dribbling, and shooting Advance to rules and position Skills Game Play	2 Days
Lesson 4: Introduction of field dimensions Individual offensive and defensive positions Skills Game play	2 Days
Lesson 5: Team development, tournament play	4 Days
Teacher Notes: Timeframe may vary due to the progression of the class.	
Equipment needed: hockey sticks, hockey pucks, pinnies, cones, goals if available, scoreboard if available, floor tape, whistle	
Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You Tube/Internet Mobile Device	

Unit Plan	
Grade: 6, 7 & 8	Unit Title: Ultimate Football
Subject/Content Area: Physical Education	Anticipated time frame: 2 Weeks (10 days)
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of flag football. Through practicing skills and playing in these games, this course will allow students to engage in physical activity. Flag football can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>2.7 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?
Learners will know:	Learners will be able to:
<ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 	<ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles.

<p>2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play.</p> <p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles</p> <p>5. Strategy-</p> <p>Basic Offensive strategies include passing and receiving.</p> <p>Basic Defensive strategies include playing defense on another player and intercepting a pass.</p> <p>Advanced Offensive strategies include running specific routes and designing offensive plays</p> <p>Advanced Defensive strategies include zone versus man to man.</p>	<p>3. Identify ways to help their team even if they are not physically the strongest player.</p> <p>4. Identify and describe possible scenarios that may occur if a game does not have any rules</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class (Sports Education Model)</p>
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Primary interdisciplinary connections:

Science- Measure and describe the relationship between the force acting on an object and the resulting acceleration, space and why it is important, muscles that are being used while playing ultimate football.

Math- Keeping score- how many points is a field goal worth? How many points is a touchdown worth?

21st Century Themes:

9.3. MN-HSE.3 Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.

- Students will understand all the safety inspections that undergo when producing and refurbishing equipment

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss football in today’s society. Students will watch football on Sundays during football season and discuss with one another.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model) 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Students will use mobile devices to look up a video of how to properly throw a football, catch a football, run a pattern, play offensive and defense, and how to learn more about different positions.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

<p>2.5.12.B Strategy</p>	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>
<p>2.6.12.A- Fitness and Physical Activity</p>	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of ultimate football.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to throw, catch, kick, and run a pattern.
- Explain the importance of the quarter back and how to play the position.
- Explain the importance of all other positions as well and know role each position has in the game.
- Know how to play an offensive and defensive position.
- Know how to start the game
- Game play

Evidence of Learning**Summative Assessment**

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Throwing, catching)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Throwing, catching, kicking, carrying the football, snapping the ball)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Intro to the Game Fundamental of Catching and throwing Skills and Lead up games Game Play	2 Days
Lesson 2: Review throwing and catching Discuss offense and defense Game Play	2 Days
Lesson 3: Review all skills Kicking Game play	1 Day
Lesson 4: Review of field dimensions offensive and defensive positions scoring Game play	1 Day
Lesson 5: Team development, tournament play	4 Days
Teacher Notes: timeframe may vary due to the progression of the class *students will also have the opportunity to play flag football or work in skills groups as the class progresses throughout the year	
Equipment needed: Footballs, flags/pinnies, cones, score board, whistle	

Learning Resources:

Physical education texts, websites, workshops, guest speakers, etc.

<http://pecentral.org/>

You Tube/Internet

Mobile Device

Magazines/newspapers

Unit Plan	
Grade: 6, 7 & 8	Unit Title: Games
Subject/Content Area: Physical Education	Anticipated time frame: 2 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of different games. Through practicing skills and playing in certain games, this course will allow students to engage in physical activity. These games are designed to encourage physical activity throughout one's life as a mode stay physically fit and healthy. Sports Education Model may also be used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?
Learners will know:	Learners will be able to:
<ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 	<ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player.

<p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles.</p> <p>5. Basic Offensive strategies include:</p> <ul style="list-style-type: none"> • (capture the flag) - Running, dodging, retrieving flag/object. • (pinball) - throwing at stationary objects such as pins or cones. • (Speedball) passing, dribbling, shooting, throwing into goal, and kicking. • (Poison ball) throwing at a stationary/moving big ball. • (Sharks and Minos)- running, tagging, dodging, strategy, speed • (Flag tag)- Running, strategic game play (alliances), tagging, dodging. • (Speedball)- Running, shooting in basketball hoop, shooting in hockey/soccer goal, kicking, throwing to one another, and catching. • (4 square)- striking the ball, bouncing the ball, dodging the ball. • (bumper tag)- Running, jumping, weaving, tagging, sliding, diving. • (Foreman tag)- Running, dodging, tagging, strategic game play (alliances). • (Speedball)- Running, shooting in basketball hoop, shooting in hockey/soccer goal, kicking, throwing to one another, and catching. <p>Basic Defensive strategies include:</p> <p>(Mat ball) pitching (roll), throwing out runner, force out stepping on base, Catching ground ball, catching fly ball, run down situation, tagging out runner.</p> <p>(Capture the flag) - Chasing, tagging out runner</p> <p>(bombardment) - catching thrown balls.</p>	<p>4. Identify and describe possible scenarios that may occur if a game does not have any rules.</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class (Sports Education Model).</p> <ul style="list-style-type: none"> • Dodging stray balls (socket ball and pinball) keeping body between offensive player and the goal, intercepting passes, blocking shots, rebounding, goalie play, saving shots on goal. • Throwing, kicking, and shooting • Dodging • Tagging <p>Advanced Offensive strategies include:</p> <p>(Speedball) - give and go, pick and roll, shot on goal.</p> <ol style="list-style-type: none"> 1. fake high shoot high or low 2. fake low shoot high or low 3. fake low then high shoot low or high 4. fake low then high shoot low or high <p>(Team Handball)- shooting a basket for 2 points or 3 points, or shooting in hockey/soccer goal for 1 point, kicking.</p> <p>(Speedball)- Shooting a basket for 2 points or 3 points, shooting in hockey/soccer goal for 1 point.</p> <p>(Capture the flag)- capturing the other teams pins (flag) and bringing it back you your teams' side. Work as a team to come up with a plan.</p> <p>(Pinball)- throwing/rolling the ball at your opponents pins to knock them down.</p> <p>(Poison ball)- Throwing a ball at the big ball in the middle of the gym and trying to get the ball to cross 1 of the other 3 team's line.</p>
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Primary interdisciplinary connections:

LAL- Read articles and write a response

Math- Keeping score, Statistics, angles that can be used.

Science- muscle groups required for individual skill performance

21st Century Themes:

9.3.12.AC-DES.2- Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

- Students will understand why it is essential to communicate and come up with tactical strategies while playing a specific game.

9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice

- Students will communicate with one another while playing the activity and understand how to build an alliance with their peers on how it can be beneficial.

Technology:

8.1.8.A.4: Graph and calculate data within a spreadsheet and present a summary of the results.

Students will know how to graph and calculate player's statistics such as goals scores verses attempts made, goals blocked verses goals scored, etc.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>
2.5 12 B Strategy	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>

2.5.12.C- Sportsmanship Rules and Safety

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.6.12.A- Fitness and Physical Activity

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of the game being played.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to shoot a basket, throw, catch, kick a ball.
- Know how to play an offensive and defensive position.
- Understand the importance of being physically fit
- See why it is important to communicate with one another while playing the game/tag game.
- Understand how it is possible to play a game/tag game and still increase your heart rate.
- Have Fun!!

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, shooting, throwing, catching, kicking, dribbling)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, shooting, throwing, catching, kicking, dribbling)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Intro to the game, Fundamental passing, dribbling (Feet and hands), catching skills Game Play	2 Days

<p>Lesson 2:</p> <p>Intro to the game Individual offensive and defensive positions scoring Game play</p>	<p>2 Days</p>
<p>Lesson 3:</p> <p>Intro to the game strategies, offensive and defensive penalties and violations Game Play</p>	<p>2 Days</p>
<p>Lesson 4:</p> <p>Intro to the game Skills, strategies used Game Play</p>	<p>2 Days</p>
<p>Lesson 5:</p> <p>Review all skills Discuss strategies used while playing the game Game play</p>	<p>2 Days</p>
<p>Teacher Notes : Timeframe may vary due to the progression of the class. *as teachers research other activities/games they will be incorporated into this unit.</p>	
<p>Equipment needed: Various PE equipment</p>	
<p>Learning Resources:</p> <p>Physical education texts, websites, workshops, guest speakers, etc.</p> <p>http://pecentral.org/</p> <p>You tube/Internet</p> <p>Mobile Device</p>	

Unit Plan	
Grade: 6, 7 & 8 Subject/Content Area: Physical Education	Unit Title: Soccer Anticipated time frame: 2 weeks (10 days)
Desired Outcomes	
Unit Summary/Rationale: This unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills which include: dribbling, kicking (passing/shooting), trapping, throw-ins, and defensive positioning. Soccer is a recreational and competitive sport which can provide students with various social environments. Students will have the opportunity to participate in skill development and differentiated instructional games.	
Standards Addressed/Learning Targets: Standards 5.6 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
Unit Enduring Understandings 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play.	Unit Essential Questions 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 5. Strategy: <ul style="list-style-type: none"> - Basic Offensive strategies include passing, dribbling, punting, advancing the ball towards the goal, and stationary shooting on goal. - Basic Defensive strategies include keeping one's body between the offense and goal, clearing, and containing and marking an offensive player. - Advanced Offensive strategies include give and go, shooting on the run, individual foot skills to keep the ball, and corner kick offense. - Advanced Defensive strategies include zone versus man to man, trapping defense, defending indirect and direct kicks, and corner kick defense. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).
<p>Primary interdisciplinary connections:</p> <p>Math- Have students figure out the most successful angle to shoot the soccer ball into the goal. Have students keep track of the students who shoot on goal and have them calculate the percentage of shots taken to the shots made.</p>	
<p>21st Century Themes:</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. Students will collaborate in small groups and come up with some classroom procedures that should be enforced when in this unit.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. Students will have discussions in small groups about a topic chosen for that day. Those students will discuss the topic and choose one person to be the leader of the group to present the information discussed.</p>	
<p>Technology:</p> <p>8.1.8.A.4: Graph and calculate data within a spreadsheet and present a summary of the results Students will research any soccer player that played in the most recent world cup and find their stats for any game chosen.</p>	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.8.A Movement Skill and Concepts:	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>
2.5.8.B Strategy:	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>

<p>2.5.8.C Sportsmanship, Rules, and Safety:</p>	<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>
<p>2.6.8.A Fitness and Physical Activity:</p>	<p>2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>

Unit Objective (Learning Targets)

Students will:

- The rules of soccer
- Strategies (offensive/defensive)
- Skills: kicking, passing, dribbling, trapping
- positioning
- Teamwork and leadership skills
- Sportsmanship (how to be a good winner and a good loser)
- Know and follow basic soccer rules and safety guidelines during play
- Utilize offensive and defensive strategies (communication and making adjustments)
- Demonstrate and teach certain skills to classmates
- Demonstrate good sportsmanship

Evidence of Learning**Summative Assessment**

- End of the unit skills test using rubrics
- Peer assessments using rubrics
- Participation
- Self- assessments using rubrics
- Teacher observation/assessments
- Written tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill assessments
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Portfolio
- Discussions
- Written Assessments
- Preparation
- Skills Review

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to the game of soccer. Dribbling will be taught and demonstrated.	2 days
Lesson 2: Review dribbling and advance to passing and trapping.	2 days
Lesson 3: Review past lessons and advance to shooting	1 day
Lesson 4: Review previous skills learned and advance to rules and positions.	1 day
Lesson 5: Game play	4 days
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: various soccer equipment such as balls, cones, pinnies, goals, scoreboard	
Resources: www.pecentral.com You Tube clips internet mobile device magazines/newspapers http://www.sparkpe.org/physical-education-resources/	

Unit Plan	
Grade: 6, 7 & 8 Subject/Content Area: Physical Education	Unit Title: Softball Anticipated time frame: 2 weeks(10 days)
Desired Outcomes	
Unit Summary/Rationale: This course is designed to teach the fundamental rules, skills, and safety procedures of Softball. Students will learn the skills through games and drills in order to play and understand the nature of the game. Softball can be considered a lifelong activity that can sustain one’s health physically, cognitively, and socially.	
Standards Addressed/Learning Targets: Standards 5.7 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
Unit Enduring Understandings 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play.	Unit Essential Questions 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team’s performance during game play?
Learners will know: 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles 5. Strategy: a. Basic Offensive strategies include hitting and base running b. Basic Defensive strategies include fielding ground balls, fielding fly balls, throwing, and catching c. Advanced Offensive strategies include stealing bases, slapping, bunt and run, and hit and run. Advanced	Learners will be able to: 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules 5. Identify and demonstrate basic and advanced offensive and defensive strategies.

<p>Primary interdisciplinary connections:</p> <p>-Math: Students will learn what angle the glove needs to be at to properly field and catch a ball and how to calculate batting averages.</p> <p>-Science: Students will know what muscle groups are used when hitting a ball.</p> <p>-Social Studies: Students will discuss the history of baseball vs. softball.</p>	
<p>21st Century Themes:</p> <p>9.3.ST-SM.3 Analyze the impact that science and mathematics has on society. Students will be able to understand how a game such as softball includes other disciplines such as math and science and how important these areas of learning are to live in the society that we live in today.</p> <p>9.3.MN-HSE.3 Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment. Students will understand all the safety inspections that undergo when producing and refurbishing equipment</p>	
<p>Technology:</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. Students will be able to research the steroid problem in major league baseball players and report back to their class with information that they found regarding this issue today in sports.</p>	
<p>Content Statements</p>	
CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills and Concepts	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>
2.5 12 B Strategy	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>

2.5.8.C Sportsmanship, Rules, and Safety:	<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>
2.6.8.A Fitness and Physical Activity:	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>
<p>Unit Objective (Learning Targets)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Know and be able to explain the game and safety rules of softball • Know how to throw, catch, field, and hit a ball with the proper technique • Know offensive and defensive strategies • Know how to properly run the bases • Learn the concept of a force out • Learn the importance of sportsmanship and working as a team • How to properly position their feet and hold the bat when in the batter’s box. 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • End of the unit skills test using rubrics • Peer assessments using rubrics • Participation • Self- assessments using rubrics • Teacher observation/assessments • Written tests <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <p>Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)</p> <p>Follow all IEP modifications/504 plan</p>	

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill assessments
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Portfolio
- Discussions
- Written Assessments
- Preparation
- Skills Review

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: throwing and catching	2 days
Lesson 2: Review throwing and catching, advance to hitting and fielding	2 days
Lesson 3: Review previous skills and advance to game and safety rules. Modified game will follow.	1 day
Lesson 4: Review and game play	1 day
Lesson 5: Game	3 days

Teacher Notes: timeframe may vary due to the progression of the class

Equipment needed: softballs, bats, bases, gloves, mask, and other equipment that is required for modified games of softball

Resources:

www.pecentral.com

You Tube clips

internet

mobile device

magazines/newspapers

<http://www.sparkpe.org/physical-education-resources/>

Unit Plan	
Grade: 6, 7 & 8	Unit Title: Volleyball
Subject/Content Area: Physical Education	Anticipated time frame: 2 weeks (10 days)
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills, and safety aspects of volleyball. Through practicing skills and playing in volleyball games, this course will allow students to engage in physical activity. Volleyball is a game that can be participated in throughout one's life as a mode stay physically active. The Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.8 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?
Learners will know:	Learners will be able to:
<ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success increase the team's chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 	<ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).

<p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles.</p> <p>5. Basic Offensive strategies include:</p> <ul style="list-style-type: none"> • bump (forearm pass), set, and underhand serve. <p>Basic Defensive strategies include</p> <ul style="list-style-type: none"> • dig and bump. <p>Advanced Offensive strategies include</p> <ul style="list-style-type: none"> • spike, overhand serve, and dink. <p>Advanced Defensive strategies include</p> <ul style="list-style-type: none"> • one and two person blocks. <p>6. How to modify game, ball, boundaries to accommodate for different skill levels.</p>	
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Primary interdisciplinary connections:

Math- Score keeping

Science- Force of spiking the ball and the angle your arm should be, angles used when serving and spiking, muscles that are used when playing volleyball.

Science/Anatomy: muscle groups required for individual skill performance

History- research the history of volleyball and what countries it is the most popular.

21st Century Themes:

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others

- Students will get into groups and discuss questions posed by the teacher regarding the game of volleyball and the group leader will then present their ideas discussed to the class.

9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

- Students will be able to understand how a game such as volleyball includes other disciplines such as math and science and how important these areas of learning are to live in the society that we live in today.

Technology:

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

- Students will make graphs of the stats from certain drills they are working on. An example may be how many successful serves are made out of 10 attempts. This information can be kept on a data sheet and record the numbers every time the skill is practiced. The data can be tracked as well as a graph developed to see the progress.

CPI#

2.5.8.A Movement Skill and Concepts:

2.5.8.B Strategy:

Cumulative Progress Indicator (CPI)

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of volleyball.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to pass, serve, set, and spike.
- Explain the importance of the setter and how to play the position.
- Know how to play an offensive and defensive position.

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, serving underhand, overhand serve, setting, hitting, dinking)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

- Skill testing
- Written Assessments
- Open-ended questions
- Quizzes/worksheets

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, serving underhand, overhand serve, setting, hitting, dinking)
- Discussions
- Warm up
- Written Assessments
- Self and peer assessments
- Open-ended questioning

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Warm up and stretch, intro to the game of volleyball, passing drills.	2 Days
Lesson 2: Warm up and stretch, review passing, serving drills.	2 Days
Lesson 3: Warm up and stretch, review serving, rotation and mini game.	1 Day
Lesson 4: Warm up and stretch, review all skills and game play	1 Day

<p>Lesson 5: Warm up and stretch, game play</p>	<p>4 Days</p>
<p>Teacher Notes: Timeframe may vary due to the progression of the class. *modified games may be developed to differentiate instruction</p>	
<p>Equipment needed: volleyballs, volleyball nets, floor tape, cones, whistle</p>	
<p>Learning Resources: Physical education texts, websites, workshops http://pecentral.org/ You Tube clips Mobile Device http://physedgames.com/ newspaper/magazines</p>	

Unit Plan	
Grade: 6, 7 & 8	Unit Title: Yoga
Subject/Content Area: Physical Education	Anticipated time frame: Sept-June
Desired Outcomes	
<p>Unit Summary/Rationale: This unit is designed to teach students the fundamentals of yoga. Research has shown that there are physical and mental benefits from the practice of yoga and meditation. Students will learn basic yoga positions. The focus of this class will be on strength, flexibility, relaxation and breathing techniques. Yoga is a lifelong activity that can be modified for any age group and ability level.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>6.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. The benefits of yoga include improvement in balance, strength, and flexibility. It is also been able to help decrease anxiety and stress. It allows a calming environment for students to become engaged in understanding how their body functions including concentration and coordination. 2. Yoga allows people to improve various health related fitness components such as balance, coordination, flexibility, and strength without the use of any equipment. It is also a much more relaxed and calming environment; compared to a loud and busy gym. 3. Yoga can be therapeutic to a person because of the time a person spends with listening to their body. Stress and anxiety can be relieved in a controlled and calm way, which makes the person able to concentrate more after their session. Yoga can be as physically intense as the participant decides and has proven to provide a full-body workout. 4. There are several poses which are used through a yoga class. These poses are essential to know because they are used in most styles of yoga. 5. Yoga requires no set space and no equipment. One can perform yoga wherever they are, whenever they choose to, and with whomever they choose to. 	<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What are the benefits of yoga? 2. Why has yoga become a popular class that people take part in? 3. How does yoga affect someone's lifestyle? 4. What diseases or conditions do you think can be helped by doing yoga –and why? 5. What part do you think breathing plays in the role of yoga? 6. When and where can yoga be applied?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Improving health-related fitness components leads to a decrease in risk of injury and healthier life. Understanding and listening to our own body enables one to interpret feedback from the body. Yoga can provide a period of the day for exercise and relaxation at the same time. 2. They can have a fun and healthy experience from exercise. Exercise does not have to be a dreaded part of the day which a person feels obligated to perform at an expected level. Yoga has been enjoyed by all age groups and ability levels. 3. Yoga has the potential to increase the health of a person mentally, physically, emotionally, and sometimes spiritually. 4. Basic yoga positions such as: <ul style="list-style-type: none"> 1-Child's Pose 2-Downward-Facing Dog 3-Cobra Pose 4-Cow Pose 5-Cat Pose 6-Extended Puppy Pose 7-Sphinx Pose 7-Cat Pose 8-Cow Pose 9-Cobra Pose 10-Downward-Facing Dog 11-Child's Pose 5. A person can take what they have learned in a Yoga class and practice it anywhere and anytime. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Explore their personal benefits of yoga, plus what other benefits can result. 2. Describe their experience with yoga and research why others have decided to take part. 3. Identify and describe areas of their lives which can benefit from participating in yoga. 4. Demonstrate basic yoga positions. 5. Identify and describe where and when they can use yoga in the future.
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Primary interdisciplinary connections:
LAL: Students will learn new terms that are associated with yoga
Science: Students will know what muscles groups are being used when demonstrating certain yoga positions

21st Century Themes:
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
Students will be able to demonstrate to the class one of the techniques that was previously learned and know what muscles are being utilized when in that position.
9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
Students will express their views in small groups regarding necessary boundaries that must be followed so that everyone in the class is able to experience a positive and comfortable learning environment.
9.3.12.ED-PS.2 Implement methods to enhance learner success.
9.3.12.ED-TT.5 Establish a positive climate to promote learning.
Students will help others that may be struggling to execute certain yoga techniques and develop strategies that will help them become successful in performing those movements.

Technology:
8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Students will research on their mobile device some positive health benefits that yoga can have on a person.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.8.A Movement Skill and Concepts:	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>
2.5.8.B Strategy:	<p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>
2.5.8.C Sportsmanship, Rules, and Safety:	<p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p>
2.6.8.A Fitness and Physical Activity:	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>

Unit Objective (Learning Targets)

Students will:

- perform skills such as: Child’s Pose, Downward-Facing Dog, Cobra Pose, Cow Pose, Cat Pose, Extended Puppy Pose, Sphinx Pose, Cat Pose
- use Yoga techniques and stretching.
- use mediation techniques to help them relax in all aspects of life
- learn how to improve breathing patterns
- be able to vary poses by difficulty and ease and provide modified positions for each pose.

Evidence of Learning

Summative Assessment

- End of the unit skills test using rubrics
- Peer assessments using rubrics
- Participation
- Self- assessments using rubrics
- Teacher observation/assessments
- Written tests

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill assessments
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Portfolio
- Discussions
- Written Assessments
- Preparation
- yoga pose review

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction to basic yoga movements.	2 days
Lesson 2: Review what movements were learned and begin to combine movements in sequence.	2 days

Lesson 3: Review all skills, review yoga sequence, add on new movements.	1 day
Lesson 4: Review all movements and sequences.	1 day
Lesson 5: Perform sequential movements to a yoga routine.	4 days
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: CD/Radio player, yoga mats	
Resources: www.pcentral.com You Tube clips internet mobile device magazines/newspapers http://www.sparkpe.org/physical-education-resources/	