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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 08/24/15** | **Teacher: J. Brooks and E. Steele** | **Physical Education** | **6-8** |
| **Standards and Elements:**  PE 6.1, PE 7.1, PE 8.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.  PE 6.2, 7.2, 8.2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  **Learning Targets:** *(What does the teacher expect the students to know, understand and be able to do?)* Students will gain tactical knowledge of large group and small-sided games using prerequisite skills. They will also learn to value exercise for its physical, social and emotional benefits. Students will use prerequisite motor skills such as throwing and catching. | | | |

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| **Phase 2:** Delivered Curriculum | | |
| **Activator** | Students will warm-up by running two laps around the basketball court. | |
| **Mini Lesson** | Students will work in pairs or small groups to pass a football, using throwing a catching cues. | |
| **Work Session** | Students will participate in a game of flag football. Blocking and flag pulling are the only two acceptable means of player to player contact. | |
| **Closing/Summarize** | Students will discuss, as a group, how prerequisite skills contributed to successes and failures during small-sided game play. | |
| **Differentiation**  **Based on Data** | **Groupings:**  **Other**  Throughout the lesson, students will be grouped in pairs, small groups, and whole group. During the mini lesson, students may choose partners. During the large group game, teams will be determined by teacher observation of prerequisite skills.  **Accommodations and Modifications:**  Students with orthopedic impairments are given modified courses during warm-ups. They are also partnered with students who will assist when needed. | |
| **Phase 3: Achieved Curriculum** | | |
| **Evidence of Learning**  **Assessments** | **Summative Assessment:**  Test  Throwing and Catching Skills Test – Graded using rubric | **Formative Assessment:**  Observation  I will observe students as they perform skills and movement patterns related to flag football (throwing and catching). |
| **Teacher Reflection**  *(Evaluation of Data /Next Step)* | **The plan for the following unit will be based on the results of the PreSLOs, as well as on the skills observation test.** | |
| **ADDITIONAL INFORMATION** | | |
| **Technology**  **Integration** | Choose an item.  **Comments:** | |
| **Homework** |  | |
| **Material/Resources** | **Flags/ football/cones** | |
| **Other** |  | |