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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 10/12/15** | **Teacher: J. Brooks** | **Physical Education** | **3-5** |
| **Standards and Elements:**  PE 3.1, PE 4.1, PE 5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.  PE 3.2, 4.2, 5.2 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 demonstrate muscular strength and endurance while throwing balls made of different materials at targets, using different amounts of force. | | | |

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| **Phase 2:** Delivered Curriculum | | |
| **Activator** | Students will move around the gymnasium using different locomotor skills as a warm-up activity. | |
| **Mini Lesson** | Students will be given cues while practicing throwing and catching an invisible ball.  Throwing (Non-dominant side to target, ball in dominant hand, elbow up, step with non-dominant foot, twist, release, follow-through)  Catching (Ready position, below the waist – pinkies together, at the waist – make a basket, above the waist – make a triangle, track, adjust, reach, grab, pull) | |
| **Work Session** | Students will work in pairs to become members of the Ripken Club. Students will throw a tennis ball, a foam ball, and a whiffle ball at a target and catch the rebound on one bounce, two bounces, and no bounce ten times each. Partners will keep track of score. | |
| **Closing/Summarize** | Students will discuss, as a large group, how varying amounts of force were needed to be successful with each type of ball. Teacher will emphasize that power comes from the legs and hips, rather than the throwing arm. | |
| **Differentiation**  **Based on Data** | **Groupings:**  **Other**  Throughout the lesson, students will be grouped in pairs and whole group. During the work session, the teacher will choose partners based on observations from the mini lesson.  **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:**  Formative-Performance Task | **Formative Assessment:**  Observation  I will observe students as they perform throwing and catching skills. |
| **Teacher Reflection**  *(Evaluation of Data /Next Step)* | **The plan for the following unit will be based on the results of the skills observation test.** | |
| **ADDITIONAL INFORMATION** | | |
| **Technology**  **Integration** | Choose an item.  **Comments:** | |
| **Homework** |  | |
| **Material/Resources** | **Poly Spots/Tennis Balls/Foam Balls/Whiffle Balls** | |
| **Other** |  | |