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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 10/12/15** | **Teacher: J. Brooks** | **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 striking, throwing, and catching to participate in large group games. | | | |

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| **Phase 2:** Delivered Curriculum | | |
| **Activator** | Students will warm-up by running around the red line of the gymnasium floor. They will then come together for a variety of stretches tailored to the day’s activity. | |
| **Mini Lesson** | Teachers will demonstrate how to underhand serve in volleyball. Teachers will also review throwing and catching by giving cues, as students practice throwing and catching an invisible ball. | |
| **Work Session** | Students will use skills, such as striking, throwing, and catching to participate in a game of Burn Ball. Students will serve a volleyball into the playing area. The fielding team will attempt to get the ball to the burn player. When that player catches the ball and yells burn, the fielding team gets a point for every player who is not safely on a base. The hitting team can also receive points for scoring runs. | |
| **Closing/Summarize** | Students will discuss, as a group, how prerequisite skills, such as striking, throwing, and catching affected the success of each team. | |
| **Differentiation**  **Based on Data** | **Groupings:**  **Other**  Throughout the lesson, students will be grouped individually, in small groups, and in whole group. 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:**  Choose an item. | **Formative Assessment:**  Observation  I will observe students as they perform skills and movement patterns related to Burn Ball (striking, catching, and throwing). |
| **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** | **Feather lite volleyball/ Poly spots** | |
| **Other** |  | |