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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 11/2/15** | **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, catching, and dribbling. | | | |

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| **Phase 2:** Delivered Curriculum | | |
| **Activator** | Students will warm-up by dribbling a basketball two laps around the basketball court.  (Fingertips only, get low, bounce to waist) | |
| **Mini Lesson** | Students will work in pairs or small groups to pass a basketball (chest pass, bounce pass, overhead pass). | |
| **Work Session** | Students will work individual against a wall to practice correct technique for shooting a basketball. (dominant hand behind, non-dominant as a guide, bend, roll off fingertips)  Students will then use prerequisite skills (dribbling, passing, shooting) to participate in small-sided basketball games. | |
| **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  Basketball Skills Test – Graded using rubric | **Formative Assessment:**  Observation  I will observe students as they perform skills and movement patterns related to basketball (dribbling, passing, shooting). |
| **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** | **Basketballs** | |
| **Other** |  | |