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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 9/28/15** | **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** | Students will use soccer balls to practice juggling with feet inside the general space. Students will be allowed one bounce. Students with more advanced skills will attempt to juggle without a bounce. | |
| **Work Session** | Students will use skills, such as dribbling, passing, striking, throwing and catching to participate in a game of speedball. | |
| **Closing/Summarize** | Students will discuss, as a group, how prerequisite skills used in other sports, such as soccer, basketball, and football contribute to the success of a team during speedball. | |
| **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 speedball (dribbling, passing, striking, catching, throwing, defending, and keeping shape). |
| **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** | **Indoor soccer ball** | |
| **Other** |  | |