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| **Phase 1:** Intended Curriculum | | | |
| **Week of: 9/8/15** | **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 striking to participate in large group games. | | | |

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| **Phase 2:** Delivered Curriculum | | |
| **Activator** | Students will practice dribbling with a soccer ball while moving through obstacles. The pace of the activity will provide a cardiovascular warm-up for the work session. | |
| **Mini Lesson** | Students will work in pairs or small groups to dribble towards a target. They will also work to defend against students dribbling toward targets.  Students will work in pairs or small groups to make effective passes using the instep and outside of the foot. Students will also work to trap, or stop, the ball after a partner passes to them. | |
| **Work Session** | Students will use striking skills, such as dribbling, passing, and shooting to participate in an indoor soccer game. | |
| **Closing/Summarize** | As students are stretching, I will discuss why the prerequisite skill, striking, is essential for playing soccer. As a group, students will discuss how success was impacted by skill, as well as tactical knowledge. | |
| **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  Soccer Skills Test – Graded using rubric | **Formative Assessment:**  Observation  I will observe students as they perform skills and movement patterns related to soccer (dribbling, passing, shooting, 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** | **Soccer balls/Cones/Mini goals** | |
| **Other** |  | |