



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 8

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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*Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

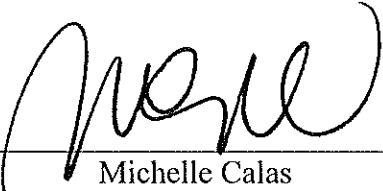
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Fitness

Unit Summary: Students will be introduced to a variety of fitness-based activities that target different muscle groups and increase fitness levels. Students will participate in activities that increase endurance.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: To promote functional movement and elevate cardiovascular levels in students. To have a better understanding of how the components of physical fitness can maintain a healthy, active lifestyle.

Learning Targets

Standards: 2.2 Physical Wellness
8.1 Computer Science
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.



Impacts of Computing: 2.2.8 IC-Advancements in computing technology can change individuals' behaviors.

Creativity and Innovation: 9.4.8 CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Social Emotional Learning: SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.



Unit Essential Questions:

- How can you use physical fitness to improve your overall health?
- How can the components of fitness be used to develop a training plan or workout?
- Why is it important to have a personal goal when developing a fitness plan?
- What are some fitness activities that can specifically target the age groups being taught?
- What is the difference between a resting heart rate and a target heart rate?

Unit Enduring Understandings:

- Focus on consistently elevating heart rate and improving physical fitness.
- Have a better understanding of developing a workout plan and understanding target areas.
- Perform activities that can be safe, enjoyable, and beneficial to one's health.
- Learn to develop a lifetime interest in fitness and wellness.

Unit Learning Targets:

Students will....

- Demonstrate safety when using equipment, specifically weights.
- Identify the five fitness components and how they help increase fitness levels.
- Demonstrate the ability to increase cardiovascular strength and endurance.
- Learn how to better perform functional movements that are fitness related.



Evidence of Learning

Summative Assessment:

Fitness assessment.

Student assessment of performance. (Beginning vs. End)

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: jump ropes, medicine balls, mats, dumbbells, resistance bands, agility ladders, hurdles, skill sheets, and stopwatch.

Teacher Resources: www.pecentral.com
www.quia.com

Formative Assessments:

- Daily proficiencies
- Daily observations
- Skill assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Fitness stations	1 period
Lesson 2 Two by two fitness	1 period
Lesson 3 Agility grouping	1 period

Teacher Notes:

Stress the importance of doing each activity properly in order to receive maximum health benefits and avoid injury.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pecentral.com>

<http://www.quia.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Fitness stations Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptops and Quia

Equipment Needed: Mats, jump ropes, radio, ab balls, balance disks, agility ladder, arm resistance bands, leg resistance bands and laptops.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to recognize the difference between their resting heart rate and target heart rate characterized by taking their pulse before and after class. - Be able to demonstrate proper communication skills characterized by encouraging fellow classmates during their fitness stations.	Lesson Sequence - Students will change and sit in their squads. - I will talk about what we are doing for the day then go through all the fitness stations. - Students will take their heart rate. - I will then pair students up into groups and designate them to where they are supposed to start. - Each student will spend a minute at each fitness station. After a minute students will run around the gymnasium for a minute and then move onto the next station.	Daily proficiencies



- Stations will be:
crunches, arm curls, leg curls, squats, agility ladder, jump ropes, and superman.
- Before the period ends students will stop what they are performing and take their heart rate again.
- As a closure students will take out their laptops and answer questions on Quia about heart rates and benefits of physical activity.

Differentiation:

- Have a variation or option at each station to ensure students' success.
- Have students work with a partner if needed at a station.

Resources Provided:

- www.quia.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Two by two fitness Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Cones, stopwatch, dumbbells, jump ropes, mats, worksheets, and pencils.

• Goals/Objectives	• Learning Activities/ Instructional Strategies	• Formative Assessment Tasks
Students will: • Be able to recognize the difference between their resting heart rate and target heart rate characterized by taking their pulse before and after class. • Be able to demonstrate proper communication skills characterized by encouraging fellow classmates during their fitness stations.	Lesson Sequence • Students will get changed for class. • Students will get into their squad lines. • Attendance will be taken. • Students will perform their warm-up -adventure fitness game. • Teacher will explain the activity of two by two fitness. • The teacher will provide each student with a copy of the following two by two worksheet. Listed on the handout are 15 different tasks. While	• Daily proficiencies • Worksheet



	teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed, the two partners should sign each other's sheet. After the completion of one task the students should find someone new to do a different task with. • Cool down. • As a closure the class will come together, hand in their worksheets, and we will discuss the activity.	
• Differentiation: • Mixed ability grouping.		
• Resources Provided: • Worksheet		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Agility grouping Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptop ~ Excel spreadsheet

Equipment Needed: Cones, floor tape, and timer/stopwatch.

• Goals/Objectives	• Learning Activities/ Instructional Strategies	• Formative Assessment Tasks
Students will: Be able to demonstrate the transition of movement skills from isolated settings into applied settings during various agility tests.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - Students will be performing the first agility run today. - Students will be timed in each drill. - Today's drill is the 5-10-5 drill. - How the drill works: There will be three markings on the floor, 5 yards apart, in a straight line. Students will start in the center of the 5-10-5, running 5 yards in one	Daily proficiencies



	direction, back 10 yards, and 5 yards back to the center. • When beginning, students will be lined up and will come up to the starting line for their turn. • Students will have their numbers recorded. • As a closure, the class will come together and discuss ways to improve their score.	
• Differentiation: N/A		
• Resources Provided: • Laptop ~ Excel spreadsheet		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Fitness
Created:	Eileen Condon	Board Approved on:			



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Project Adventure

Unit Summary: The project adventure unit, will provide examples and experiences of activities to enhance student understanding of self-esteem, problem solving, compassion, and respect for differences.

Primary Interdisciplinary Connections: Character Education

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The Project Adventure unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physical activity settings and provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).



Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8 CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Critical Thinking and Problem Solving:	9.4.8 CT-Multiple solutions often exist to solve a problem.
Information and Media:	9.4.8 IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
Social Emotional Learning:	SEL.PK-12.4- Responsible Decision-Making SEL.PK-12.5- Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
8.18.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.



9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
SEL.PK-12. 4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- Why is it important to respect others' feelings and choices?
- What are some problem-solving techniques used in adventure activities?
- How can you be a positive influence on someone's self-esteem?

Unit Enduring Understandings:

- Respect for differences.
- Problem solving techniques.
- Using compassion to build self-esteem.

Unit Learning Targets:

Students will....

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate responsible personal and social behavior.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate the ability to use the decision making skills of appropriate goal setting, risk taking and problem solving.
- Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities.
- Demonstrate an understanding of and respect for differences.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Middle School Project Adventure Pack

Teacher Resources: Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). *Adventure curriculum for physical education: Middle school*. Beverly, MA: Project Adventure.

Formative Assessments:

- Class discussion
- Question and answer period
- Reflections on Quia



Lesson Plans

Lesson	Time Frame
Lesson 1 Learning group members' names, sharing commonalities and differences.	2 Class Periods
Lesson 2 Problem solving as a lead-in to developing the group's Full Value Contract.	2 Class Periods
Lesson 3 Reviewing and putting the Full Value Contract into practice.	2 Class Periods

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.project-adventure.org

Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). *Adventure curriculum for physical education: Middle school*. Beverly, MA: Project Adventure.



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Sharing commonalities and differences ~Categories	Time Frame: 1 period
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Character Education

Integration of Technology: N/A

Equipment Needed: Teacher worksheet of questions

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a sense of community. • Recognize each person in the group by name. • Understand that the differences people bring to class are valuable.	Lesson Sequence • Students will come into class and begin warm-up. • Attendance will be taken. • Activity: Categories: (Have class sit in the center of gym) Say to students, “We all have some things in common and many things that are different. This activity will give us a chance to discover some of these things.” • Say to students, “I am going to ask a series of questions. When you give each answer, you are	• Categories Discussion-Did we learn anything about each other that we didn’t already know? Were there any surprises? • Daily proficiencies



to find other people who have given similar answers and stand together. If no one shares your answer, stand alone.”

- After answering each question, students should find others who have common responses and stand together in groups.
- Have students talk about their answers when they are in their small groups.
- Sample Questions: How many siblings in your family, including yourself? What is your favorite soft drink? What is your favorite out-of-school pastime? Who is your favorite music group? What do you like the most about our school? If you could change one thing about school, what would it be? What is your favorite color? If you could own any car what would it be?

Differentiation:

- Have students come up with questions to be asked for the class.

Resources Provided:

- www.project-adventure.org



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Learning group members' names ~ Peek-a-Who Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: Quia

Equipment Needed: A tarp or sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a sense of community. • Recognize each person in the group by name. • Understand that the differences people bring to class are valuable.	Lesson Sequence • Students will come into class and begin warm-up. • Attendance will be taken. • Activity: Peek-a-who: Ask two students to hold the tarp or sheet between them. It should create a vertical barrier that can be raised and lowered easily. Divide the rest of the class into two groups, one on each side of the screen. Each group should sit on the ground. • Framing: Say to students, "I know that most of you know each other's names."	• Peek-a-who discussion- How did it feel to have to change teams? Did your allegiance change? • Does everyone know each other's name? If not, fill in your "gaps." • Reflection on Quia: Using the last two lessons, reflect on how well you thought you knew your classmates and what new things you learned from these activities about your peers. • Daily proficiencies



This game will test how many names you actually do know! The object of the game is to get the people from the other team onto your team.”

- Ask one volunteer from each team to sit directly in front of their side of the screen. They need to do this quietly. When the screen is dropped, the two players must verbally identify each other by name. Whoever first identifies the other person correctly wins. The slower player moves over to the faster person’s team. Only permit the two volunteers to speak; the rest of the players must remain silent.
- The activity ends when there is only one large team.
-

Differentiation:

- Ask groups of two, or three or even four people to sit in front of the screen at the same time.
- Have students sit with their backs facing the screen and teams need to explain the person they are trying to guess. (Positive descriptors only)

Resources Provided:

- www.project-adventure.org



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Developing the group's "Full Value Contract" ~ Turnstile
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Character Education and English			
Integration of Technology: N/A			
Equipment Needed: Jump rope and flip chart paper.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of a Full Value Contract. - Demonstrate respectful behaviors toward self, peers and adults. - Demonstrate behaviors that are consistent with the Full Value Contract.	Lesson Sequence - Students will come into class and begin warm-up. - Attendance will be taken. - Activity: Turnstile-Select an additional rope turner to assist you. Ask the rest of the class to stand on one side of the jump rope. Begin turning. - Say to students, "This activity requires the entire class to participate both in solving the problem and implementing the solution. The task is	- Turnstile discussion- What behaviors made the class successful during this activity? [Record these on flipchart paper]. - Were there any behaviors that inhibited success? [record these on flipchart paper]. - Use these behaviors to start creating the Village [see next activity]. - Daily proficiencies



simple: Everyone must get through the turning rope.” Remind students of the Full Value Contract that they have used in the past; they should keep those behaviors in mind during the activity.

- Rules are: One person at a time in the rope-jumping area. Each player must make one jump through the turning rope. No missing a beat (no having the rope turn without a jumper jumping). If anyone misses, the entire class begins again. The initiative continues until the entire class has gone through the rope. If a rule is broken, the entire class begins again.

Differentiation:

- Students can jump in groups of 2, 3, or 4 at a time.
- Can have students come back through the rope the opposite way.

Resources Provided:

- Jump Rope
- Flipchart Paper



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Project Adventure
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Lacrosse

Unit Summary: : Students will completely identify the rules of lacrosse. They will also demonstrate skills such as cradling, passing, and shooting. Students will identify and use correct strategy on both offense and defense that will be displayed in a lacrosse game setting.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the conclusion of the unit students will be able to demonstrate the appropriate skills needed for a lacrosse game. To promote fitness through the participation in the sport of lacrosse.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Information and Media: 9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.

Social Emotional Learning: SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- Why is cradling, passing, and shooting essential when participating in lacrosse?
- What type of strategy can be used in lacrosse to be successful?
- Why does lacrosse require skill and teamwork?



- How can I increase my fitness level by participating in the game of lacrosse?

Unit Enduring Understandings:

- Students will work cooperatively to make each team member better and achieve success.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Participating students will increase heart rate and elevate fitness levels.

Unit Learning Targets:

Students will....

- Correctly identify the rules and regulations on lacrosse.
- Identify the dimensions of the court.
- Identify the difference in execution of offense and defense.
- Utilize strategy on the court during games and demonstrate teamwork and communication with fellow team members.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: lacrosse balls, lacrosse stick, goals, cones, pinnies, scoreboards, and timers

Teacher Resources: NFHS lacrosse rule book, lacrosse study guide, internet

Formative Assessments:

- Daily proficiencies
- Skill assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Lacrosse Stations	1 period
Lesson 2 Lacrosse Baseball	1 period
Lesson 3 Pick-up Game	1 period

Teacher Notes: N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit

<http://www.laxrules.com>

<http://www.pecentral.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Lacrosse Stations Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptops- Youtube video and Quia.

Equipment Needed: lacrosse sticks, lacrosse balls, cones, laptops, and signs.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to apply the concepts of force and motion (weight transfer, power, and range of motion) to impact performance of manipulating a lacrosse stick and a ball. - Be able to explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) for lacrosse.	Lesson Sequence - Students will come to class, change into their gym clothes, and sit in their squads. - Attendance will be taken. - Warm up activity: Dice Run- Place many die in hula hoops positioned around the track. Runners may begin at any hoop and roll a die...if they roll...let's say a three, they run (move forward) 3 hoops and then roll at this hoop and run that number. My students added an empty hoop...if you land there you must go back one	- Daily proficiencies - Exit questions on Quia



	hoop, or do a designated fitness activity (ex. 2 push-ups) and then move to the next hoop. • I will instruct the students to sit on the sideline so I can explain what we are doing for the day. • I have set up 5 lacrosse stations: shooting on goal, popcorn (throwing and catching), video on cradling (Youtube), scooping up the ball, and dodging techniques. • I will demonstrate each station for the students. • If there aren't any questions I will tell the students which station to start at, as I have assigned them to groups of mixed ability. • Students will spend about 3 minutes at each station (depending on how much time I have left in the period). • I will walk around providing feedback to the class. • As a closure I will instruct the class to stop what they are doing and take out their laptops. • Students will sign onto Quia to answer questions about the lacrosse stations and their performance.	
Differentiation: • Students can work alone or together.		
Resources Provided:		



SPRINGFIELD PUBLIC SCHOOLS
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- Quia
- Youtube



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Lacrosse Baseball (lead-up game) Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Lacrosse sticks, lacrosse ball, and bases.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to apply the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e. lead up game).	Lesson Sequence - Students will come to class change and sit in their squads. - While I am taking attendance students will do their warm-up. - Warm-up activity: Roll 100 – The set-up is...teams of 3 with one die (dice) at one end of the gym, and a paper/pencil at the other end. The action is...player 1 rolls the die and runs to the other end to write the number rolled on the paper. Meanwhile, player # 2 rolls immediately and runs to the other end,	Daily proficiencies



crossing out the previous score and adding their number, they write the new score. This continues until the team arrives at 100, however 100 must be hit on the button. If the team is at 98 and the next person rolls a 4, they are now at 102. The next rolls a three, they subtract to 99, and back and forth they go until they roll 100 exactly!

- I will explain what my expectations are for the day.
- Today we are playing “Lacrosse Baseball”
- The class will be broken up into two teams, fielding and batting.
- Instead of gloves, the outfield will use lacrosse sticks as well as the batter uses a lacrosse stick.
- Person up to bat has to catch the ball thrown to them; if he or she misses it’s a “strike”. If the ball is caught, the batter then can throw it anywhere in the outfield.
- The outfield must field the ball by using the lacrosse stick. The field may throw the ball to one of their basemen to get an out; or if they catch the ball that is thrown by the batter it is an out. Also fielders may “tag” the runner as well to get an out.



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Once 3 outs happen, change sides.• As a closure we will come together as a class and discuss what lacrosse skills were used in this lead-up game. | |
|--|--|--|

Differentiation:

- The teacher will pitch the ball closer for students that are having trouble making contact with the ball.

Resources Provided:

- N/A



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Pick-up Games Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Lacrosse balls, lacrosse sticks, and goals.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to apply the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e. pick up game).	Lesson Sequence - Students will come to class and change into their physical education clothes. - As I am taking attendance, students will sit in their squads and perform their warm-up. - Warm-up activity: - Corners Fartlek Run- Simply run around a rectangular course with the goal of changing your pace at every corner (allowing only one walk “side” per lap)I will review rules of offense and defense.	Daily proficiencies



- Students will be broken up into teams of 6. There will be four teams in all.
- We will play 3 vs. 3 games with five-minute rotations. Everyone must take turns subbing in and out.
- Teams are mixed ability grouped.
- Before the period ends we will come together as a class and discuss game play.

Differentiation:

- Mixed ability grouping.

Resources Provided:

- N/A



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Lacrosse
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Basketball

Unit Summary: Students will continue to develop their passing, dribbling and shooting skills used in basketball. Students will continue to learn how to play offense and defense during a game and will demonstrate an understanding of the rules of the game of basketball.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Promotes an appreciation for basketball to help students find a lifelong activity and lead healthy and active lives.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Data and Analysis:	8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data. 8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
Information and Media:	9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.
Social Emotional Learning:	SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.



8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How do you apply the basic skills of basketball (passing, shooting, dribbling) to a game situation?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position and being a successful team player?
- How can I control my body during games?
- What does good sportsmanship look like?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.
- Responsible personal and social behavior enhances enjoyment of physical activity.

Unit Learning Targets:

Students will....

- Continue to develop their skills of dribbling, shooting and passing a ball properly.
- Know when to use the overhead, chest, or bounce pass.
- Understand the markings of the court.
- Understand the rules of the game and demonstrate comprehension during game play.
- Understand the roles of offense and defense, as well as the importance of playing your position in order to succeed as a team.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
Written Test = 10%
Skills Test = 10%

Equipment Needed: basketballs, basketball courts, cones, pinnies, scoreboards, timers

Teacher Resources: NFHS basketball rule book

Formative Assessments:

- Daily proficiencies
- Skills test
- Daily observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Dribble Tag	1 period
Lesson 2 Pick-up Games (3 vs. 3)	1 period
Lesson 3 Tournament	1 period

Teacher Notes:

Use different games to focus on each skill of basketball (shooting, rebounding, passing, dribbling, guarding, etc.) Stress the importance of being a part of a team and working together to achieve a goal. Continue to teach the importance of offense vs. defense and the importance of playing your position to help the team be successful. Work on building up to full games on a full court by the end of the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
(Maps, websites, books)



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribble Tag Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness and anatomy

Integration of Technology: N/A

Equipment Needed: Basketballs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will work on offense vs. defense. - Will work on dribbling with a defense and protecting their ball. - Will learn to act in high pressure situations.	Lesson Sequence - Only half court will be used. - Students start out anywhere on the court. - They must dribble the ball and defend their ball at the same time from the other students. - Students are trying to knock away their opponent's balls while dribbling. - If a student's ball gets knocked out of their hands they are out for that round. - After a bunch of kids get knocked out, or you may set a time limit, the court	Daily proficiencies



size shrinks to within the three-point circle. Game continues the same way and then shrinks to the foul area, and then just the key until there is one student left.

Differentiation:

- Can change the playing area size to accommodate different levels.
- Can change the amount of time played, anyone left at the end is a winner as opposed to knocking down to one student.
- Can change to a “how long did each student last” theme, having the students work better their previous time and feel a sense of accomplishment that way.

Resources Provided: N/A



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Pick-up Games (3 vs. 3) Time Frame: 1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and anatomy			
Integration of Technology: N/A			
Equipment Needed: basketballs, basketball hoops, and pinnies.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: be able to explain and perform movement (basketball) skills that combine mechanically correct movement in smooth flowing sequences in applied settings (i.e. pick up game).	Lesson Sequence - Students will come to class and change. - After changing students will perform their warm-up. - Warm-up activity: 1, 2, 3 Run- Run for 1 minute, walk for 1 a minute - Run for 2 minutes, walk for 1 minute. - Run for 3 minutes, walk for 1 minute...the idea is PACING! - Students will get a ball and practice their skills	- Daily proficiencies - Q&A at the end of class about gameplay and strategy.



	for the first few minutes of class. • I will call the class together and I will let them know who they are teamed up with for the day. • At the end of class we will come together and discuss some strategies that can be used in the games.	
Differentiation: Change court size to accommodate different skill levels. Group students by level for more equal challenges. Can group students by different levels to help lower level players build skills.		
Resources Provided: N/A		



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Tournament
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and anatomy			
Integration of Technology: N/A			
Equipment Needed: Basketballs, basketball hoops, and pinnies.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to analyze individual and team effectiveness in achieving a goal (winning the basketball game) and make recommendations for improvement.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - Warm-up activity: - Run and Draw – Sets of partners lineup at one end of the gym. Place paper/pencil (or other art drawing “stuff”) at the other end of the gym. When I say “Go”, the first person runs across the gym and	- Daily proficiencies - Q&A at the end of class about gameplay and strategy.



begins drawing a picture. At the 30 second signal, they quickly run back with a high 5 to their partner. This partner runs across the gym and continues the artwork...relaying back and forth every 30 seconds for 3 to 5 minutes. Put the completed masterpieces in a circle for a gallery review at the end.

- After playing with different groups of students I have put the class into set teams of 3 or 4 (depending on class size). Students will stay with these teams for the remainder of the basketball unit.
- Teams will play 2 games per class period. I will be observing game play and helping with the calls, however students are responsible for officiating their own games.
- After a basket is scored the opposite team starts with the ball.
- After each team has played each other once. Teams will go onto the "playoffs" and be ranked on their record.
- Before the period ends, the class will come together and discuss how their games went and we



	will go over what strategies they used in their games.	
Differentiation: • Change court size to accommodate different skill levels. • Group students by level for more equal challenges. • Can group students by different levels to help lower level players build skills.		
Resources Provided: • N/A		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Basketball
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Archery
Unit Summary: After being introduced to archery in 6th grade, the student will review the skills of archery such as the seven steps of shooting and all safety procedures.					
Primary Interdisciplinary Connections: Anatomy and mathematics					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will continue to use compound bows and work with different resistances of the bow suitable to the students needs.					

Learning Targets

Standards:	2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Movement Skills and Concepts:	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness:	2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Information and Media:	9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.
CPI#:	Cumulative Progress Indicator (CPI):



2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

Unit Essential Questions:

- What are the 7 steps to shooting?
- What are the proper safety precautions that need to take place in order to be successful in archery?
- What is the resistance I need in order to be able to shoot the arrow?

Unit Enduring Understandings:

- Students will have a better understanding of rules, positions and responsibilities to compete in archery.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in archery.

Unit Learning Targets:

Students will....

- Correctly identify the rules and regulations of archery.
- Identify the dimensions of the target and the proper scoring spots.
- Identify the 7 steps of shooting.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Arrows, targets, curtains, quivers, arm guards, and bows.

Teacher Resources: NASP

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Safety, parts of compound bow, and drawing	1 period
Lesson 2 Shooting-7 Steps	1 period
Lesson 3 Scoring	1 period

Teacher Notes: N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Safety, parts of the compound bow, and drawing. Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness and anatomy

Integration of Technology: N/A

Equipment Needed: Arrows, bows, curtain, targets, quivers, handouts, and arm guards.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Summarize types of equipment, procedures, and rules that contribute to the safety of specific individuals and our class during our archery unit.	Lesson Sequence - Students will come to class, change, and do their warm-up. - Students will then come over to the archery equipment and I will hand out the shooting techniques handout. - I will go over all safety procedures and reinforce that no student is allowed to shoot or retrieve arrows unless I have given the go ahead. I will then go over parts of the bow and arrow. - I will then go over the proper way to shoot,	- Daily proficiencies - Shooting techniques handout.



	going line by line with the shooting technique handout. • After I demonstrate a few times, the class will break up into lines. • If time remains each line will get a bow. Before the students shoot each one will have to state one safety procedure we have just gone over. The first set of students will follow the cues, knock the arrow, and when I give a clearance attempt to shoot at the target. • Students will attempt to shoot 2 arrows. • As a closure the class will come together and we will review safety procedures: no one knocks the arrow till cued, no one shoots till cued, and no one retrieves till cued. All students are to remain behind the quivers at all times, until instructed to retrieve arrows.	
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Differentiation:

Students in mixed ability groups and different size bows, which causes different resistances.

Resources Provided:

- NASP



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Assessing other classmates
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and anatomy			
Integration of Technology: N/A			
Equipment Needed: Arrows, bows, curtain, targets, quivers, arm guards, pencils, and worksheets.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to analyze and correct errors and apply to refine movement skills of a classmate in archery.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will then perform their warm-up. - Students will then break up into 5 groups and sit in front of a target. - Once students are in their 5 lines I will hand out a pencil to each group and a worksheet. - I will then review the 7 steps to shooting and demonstrate them again. - I will then explain the worksheet for today. The other day students evaluated themselves.	- Daily proficiencies - Reciprocal worksheet



Today students are picking a person from their line to observe. Students sitting in the line will pick another student and be sure that each person in the line has a "partner".

- One student from each group will go and get a bow. On my cue students will shoot 2 arrows each.
- After shooting students will retrieve their arrows then go back to their line and fill out their worksheet.
- Before the period ends I will collect all the worksheets.

Differentiation:
Mixed ability groups.

Resources Provided:

- NASP



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Scoring Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and mathematics

Integration of Technology: N/A

Equipment Needed: Score sheets, targets, pencils, arrows, bows, arm guards, and curtain.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify types of colors that represent the scoring rules that contribute to the individual sport of archery.	Lesson Sequence - Students will come to class, change, and do their warm-up. - I will bring students together and also a target and go over the scoring for archery. I will then hand out a scoring worksheet. - I will then review again the steps of shooting. - Students will break up into 5 groups. - Each group will get a bow and sit in line with a target. - The first set of students will follow the cues,	- Daily proficiencies - Scoring worksheet



	knock the arrow, and when I give a clearance attempt to shoot at the target. • Once done shooting students will fill out their worksheet and submit their score to me. • As a closure we will come together as a class and review scoring: white=1 point, black=3 points, blue=5 points, red=7, and yellow =9. • Rebounds=3 points.	
Differentiation: • Mixed ability groups.		
Resources Provided: • NASP		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Archery
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Badminton

Unit Summary: Students will fully understand the rules and scoring of badminton. Students will demonstrate skills such as the serve, rally, backhand, forehand, overhead clear, drop and smash. Students will identify and use correct strategy on both offense and defense that will be displayed in a badminton game setting.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the conclusion of the unit students will be able to demonstrate the appropriate skills needed for a game of badminton. To promote lifelong fitness through participation in the sport of badminton.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.



Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.
Data and Analysis:	8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data. 8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
Information and Media:	9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.
Social Emotional Learning:	SEL.PK-12.5- Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.



2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
Unit Essential Questions: • How are the different shots in badminton used both offensively and defensively? • What type of strategy can be used in the game of badminton to be successful? • How can fitness levels and physical condition increase through participation in badminton? • How can students stay actively engaged throughout the activity?	
Unit Enduring Understandings: • Students will work cooperatively with their partner to make each other better and achieve success. • Participating students will increase heart rate and elevate fitness levels. • Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport. • Students will have a better understanding of rules, positions and responsibilities to compete in a game.	
Unit Learning Targets: Students will.... • Learn the overhead clear, smash, and drop shot. • Learn the correct scoring of the game. • Identify the difference in execution of offense and defense. • Utilize strategy on the court during games and demonstrate teamwork and communication with doubles partners.	



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Racquets, birdies, nets, timers, and scorecards.

Teacher Resources: BWF rules and regulations, badminton study guide.

Formative Assessments:

- Daily proficiencies
- Skills test



Lesson Plans

Lesson	Time Frame
Lesson 1 3 Different Types of Serves	1 period
Lesson 2 Overhead Smash & Dropshot	1 period
Lesson 3 Pick-up Games	1 period

Teacher Notes: Q&A = Question and Answer period

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.badminton.org/badminton-rules>

<http://www.pecentral.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: 3 Different Types of Serves Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness and anatomy

Integration of Technology: <http://www.badminton.org>
<http://www.pecentral.com>

Equipment Needed: Racquets, birdies, and nets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to apply the concepts of force, motion, and weight transfer in order to properly serve the birdie in badminton.	Lesson Sequence - Students will come to class, change, and attendance will be taken. - Students will perform their warm up. - After their warm up students will come together. I will review proper grip and position then demonstrate the 3 different types of serves. - Today the students will learn the high, low, and backhand(flick) serve. Once I demonstrate all 3, students will break up into groups and practice	- Daily proficiencies - Q&A at the end of class about when to use which serve.



	all 3 serves. Everyone in the group must have an opportunity to serve. • As the period ends students will come together and as a closure I will ask questions about when to use a certain serve. What do all the serves have in common?	
Differentiation: • Can change the playing area size to accommodate different levels. • Decrease the distance between the targets. • Change racket size to increase success rate.		
Resources Provided: • Internet • badminton study guide		



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Overhead smash & dropshot
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and anatomy			
Integration of Technology: http://www.badminton.org http://www.pecentral.com			
Equipment Needed: Racquets, birdies, stopwatch, nets, pencils, and worksheets.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to differentiate when to use the drop shot, over head smash, forehand, and backhand in game play.	Lesson Sequence - Students will come to class, change, and attendance will be taken. - Students will perform their warm-up. - The class will come together and I will briefly review the forehand and backhand. - I will then talk about game play and demonstrate the overhead smash and drop shot. - Students will break up into groups, rally with each other and have to perform each of those 4	- Daily proficiencies - Scenarios worksheet



	things:smash, drop shot, forehand, and backhand. • We will come together as a class and I will hand out the pencils and the worksheets. The worksheets have 4 different descriptions and students will have to choose whether to use a forehand, backhand, drop shot, or overhead smash. • Worksheets will be turned in at the end of class.	
Differentiation: • Can change the playing area size to accommodate different levels. • Decrease the distance between the targets. • Change racket size to increase success rate.		
Resources Provided: • Internet • Badminton study guide • Scenario worksheet		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Pick-up Games Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness and anatomy

Integration of Technology: <http://www.badminton.org>
<http://www.pecentral.com>

Equipment Needed: Racquets, birdies, stopwatch, and nets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the use of offensive, defensive, and cooperative strategies in the game of badminton.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - After that the class will come together. I have put the students into groups of 3 or 4. Students will play a pick up game of badminton, utilizing the scoring strategies we have gone over in class. - Games will be timed for 5 minutes then students	- Daily proficiencies - Q&A at the end of class about game strategy.



will rotate. Students will be instructed to keep score of their game.

- Students will get new teams everyday that I create until we begin our tournament.
- Before the period ends we will come together as a class and students will have to answer questions about how their game went for the day.

Differentiation:

- Can change the playing area size to accommodate different levels.
- Decrease the distance between the targets.
- Change racket size to increase success rate.

Resources Provided:

- Internet
- Badminton study guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Badminton
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Broomball
Unit Summary: Students will utilize the skills taught in 6th grade such as passing, receiving, dribbling and shooting and apply them to game-like situations. Students will develop a better understanding of offensive and defense strategies as well as game techniques by participating in broomball games.					
Primary Interdisciplinary Connections: Wellness and team building					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Enhancing gross motor skills, broomball falls into the hockey category. This sport is a lead-up activity to the game of floor hockey and provides students with a safe activity to work on various striking techniques and eye-hand coordination skills.					

Learning Targets

Standards:	2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Movement Skills and Concepts:	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness:	2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Information and Media: 9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.

Social Emotional Learning: SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- Why is dribbling, passing, and shooting essential when participating in broomball?
- What is the difference between offense and defense?
- What is the importance of effective communication with teammates to promote game strategy?



- What muscle groups can be utilized when participating in a broomball activity?

Unit Enduring Understandings:

- Learning effective and proper communication skills among fellow classmates in order to work towards a goal; being successful at broomball.
- Students will incorporate proper rules and terminology in order to play the game successfully.
- Students participating in the activity will enhance their gross motor skills.

Unit Learning Targets:

Students will....

- Learn and demonstrate proper communication skills and sportsmanship.
- Learn and understand the difference in the roles of offense and defense.
- Understand different game techniques and demonstrate different team strategies in order to be effective at the game of broomball.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Goals, broomball sticks, soft foam balls, stopwatch, and pinnies.

Teacher Resources: NFHS hockey rule book and broomball rule worksheet.

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Skills- dribbling, passing, and shooting (station work)	1 period
Lesson 2 Race to 4 ~ Lead up game	1 period
Lesson 3 Line broomball ~ Lead up game	1 period

Teacher Notes:

Each lesson builds off one another eventually leading to a full court broomball game.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit: online worksheet on school server



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Skills-dribbling, passing, and shooting (station work)	Time Frame: 1 period
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Wellness and anatomy

Integration of Technology: Laptops - online worksheet to be handed in at the end of class.

Equipment Needed: Broomball sticks, goals, pinnies, foam balls, pencils, and worksheets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to recognize the skills used in the game of broomball. - Be able to identify what the objective of playing broomball is characterized by reading a paragraph about broomball and answering a question on their laptops.	Lesson Sequence - Students will come to class and change. - Attendance will be taken and I will gather the class together to explain my expectations for the period. - Today to work on skills the students will participate in stations. I will then demonstrate and explain each station. Stations will be: straight dribble, dribbling through cones (side to side dribbling), push passing with a partner,	- Daily proficiencies - Practice style worksheet - Online worksheet-reading a passage and answering a question.



	slap passing with a partner, and shooting on goal. • Each station will be timed and students are to perform each skill as much as possible in that set amount of time. • I will then break the students up into groups and pass out worksheets and pencils. Students will then record how many times they did that skill, on the worksheet given to them. • Towards the end of class, I will instruct the students to hand in their worksheets and take out their laptops. • Students will connect to FMG server 1 and find "econdon". Once in "econdon" they will click on the "physical education" folder. Once there, they will click on the "broomball" folder and find the worksheet titled BROOMBALL. • Students will read the short passage and answer the question. Once completed, students will drop- box their work in my hand-in folder.	
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Differentiation:
Pair up students of mixed abilities to work with one another.

Resources Provided:

- N/A



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Race to 4 ~ Lead up game Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness and team building.

Integration of Technology: N/A

Equipment Needed: Foam balls/gator skin balls, cones, and broomball sticks.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (lead up game).	Lesson Sequence - Students will come to class and change. - Students will perform their warm-up. - After their warm-up, students will come together in the center so I can explain our lead up game. - Students have been practicing skills for the game of broomball. - Students will pair up. They will need 1 broomball stick and one hula hoop per group/pair. The group will take 8 (normal) steps	- Daily proficiencies - Class discussion at the end of class.



starting from the center circle to establish where they will place their hula hoop.

- There will be about 10-12 balls in the center of the gym floor (you can add more balls as the game is played out to help the game finish faster) . On "go", one student from each group will go and get one ball (either from the center or other hula hoop around them) and bring it back to their hoop. One exception, they can't steal the ball from their immediate neighbor to their right or left. After they bring it back, their partner will then do the same. Students are not allowed to use their hands or feet...they are only allowed to use the broomball stick to move the ball. The first group to get 4 balls in their hoop wins.
- I will end the class early and as a closure the class will have to explain what skills they used today in the lead up game.

Differentiation:

- Add more balls to the game.
- Change the amount of balls each group needs to attain.

Resources Provided:

N/A



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Line broomball ~ Lead up game
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and team building			
Integration of Technology: N/A			
Equipment Needed: Cones, broomball sticks, and a foam ball.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to demonstrate the use of offensive and defensive strategies when playing in this lead up game.	Lesson Sequence - The class will be broken up into two mixed ability groups. - Each group will line up on either side of the basketball court on the black line. Once in two groups I will assign individual numbers. - The object of the game is when the number or numbers is called out the students must retrieve the ball and try to score. - The remaining students (meaning the students whose numbers were not	Daily proficiencies



called out) are goalies.
The goal is the width of
the basketball court.
Goalies are only
permitted to come out to
the red boxes, shots on
goal are only permitted to
the waist, and absolutely
no body contact is
allowed.

- As a closure the class will
come together and
discuss the offensive and
defensive strategies used
in today's game.

Differentiation:

Since groups are mixed ability I can call out more than one number to make the game more competitive. The more numbers called out, provide more game like strategies as well as more communication skills among the students.

Resources Provided: N/A



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Broomball
Created:	Eileen Condon	Board Approved on:			



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Pickleball

Unit Summary: After being introduced to the game of pickleball in 6th grade, students will review skills such as serving, forehand and backhands and be introduced to more offensive and defensive strategies used in the game of pickleball.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Promotes an appreciation for paddle/racquet sports in a safe manner to help students find a lifelong activity and lead a healthy active lifestyle.

Learning Targets

Standards: 2.2 Physical Wellness
8.1 Computer Science
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Data and Analysis: 8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data.

8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

Information and Media: 9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.

Social Emotional Learning: SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.



8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- Why is dribbling, passing, and shooting essential when participating in pickleball
- What is the difference between offense and defense?
- What is the importance of effective communication with teammates to promote game strategy?
- What muscle groups can be utilized when participating in a pickle ball activity?

Unit Enduring Understandings:

- Learning effective and proper communication skills among fellow classmates in order to work towards a goal; being successful at pickleball.
- Students will incorporate proper rules and terminology in order to play the game successfully.
- Students participating in the activity will enhance their fine and gross motor skills.

Unit Learning Targets:

Students will....

- Learn and demonstrate proper communication skills and sportsmanship.
- Learn and understand the difference in the roles of offense and defense.
- Understand different game techniques and demonstrate different team strategies in order to be effective at the game of pickleball.



Evidence of Learning

Summative Assessment:

- Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
- Written Test = 10%
- Skills Test = 10%

Equipment Needed: Floor tape, poles, nets, paddles, and pickleballs.

Teacher Resources: www.pecentral.com

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Review Skills- serving, forehands, backhands	1 period
Lesson 2 Game strategy- overhead smash and drop shot	1 period
Lesson 3 Pickleball game	1 period

Teacher Notes:

To utilize the skills presented to them and apply them to game type situations.

Q&A = Question and Answer period

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Review Skills Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Floor tape, pickle balls, pickleball paddles, nets, and poles.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to apply the concepts of force, motion, and weight transfer in order to properly serve the ball in pickleball. - Be able to understand the difference between a forehand and backhand.	Lesson Sequence - Once the students have changed and performed their warm up, I will bring them all together so I can demonstrate. - I will demonstrate how to “shake hands” with the paddle, so the students know how to properly grip the paddle. - I will also demonstrate the “ready” position where feet are shoulder width apart, knees slightly bent, and the paddle in front of the body. - Then I will review how to properly serve the ball.	Daily proficiencies



The non-dominant foot is slightly more forward than their dominant foot, knees slightly bent, paddle in the dominant hand, ball placed across the chest and is released once contact is made with the paddle, and shifting weight forward.

- While on the court I will start off in the ready position and depending upon how the ball returns from my partner will perform either a forehand or backhand.
- Students will break up into groups of four and find a spot on the pickleball court.
- Students will practice volleying the ball over the net using either a forehand or backhand.

- **Differentiation:**
- Mixed ability grouping.

Resources Provided: N/A



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Game strategy ~ overhead smash and drop shot
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness and anatomy			
Integration of Technology: N/A			
Equipment Needed: Floor tape, pickle balls, pickleball paddles, nets, and poles.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to understand the difference between the drop shot and overhead smash in game play. • Concentrate on team strategy and ball placement in a game.	Lesson Sequence • Students will perform their warm-up. • The class will come together so I can demonstrate an “overhead smash” and “drop shot”. We will discuss the difference between the two and when each should be used in a game. • Students will break up into groups of four and go to a court. • In a 2 vs. 2 situation students will serve the ball to the opposing team and the opposing team	• Daily proficiencies



will each practice
“smash” hitting the ball
over the net.

- Also in those situations students will try and perform a drop shot while volleying the ball.
- When students feel comfortable with this new skill, they can incorporate it into their games when necessary.

Differentiation:

Working with different students and playing at different lengths of the court.

Resources Provided:

- N/A



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Pickleball Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Floor tape, poles, nets, paddles, and pickleballs.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to identify the use of offensive, defensive, and cooperative strategies in the game of pickleball.	Lesson Sequence - Students will come to class change and perform their warm-up. - Students will be given the opportunity to pick a person to work with in order to participate in a pickleball game. - Students will participate in a game of pickleball and demonstrate proper and effective communication skills as well as game strategy. - Games will be played to 11 and the team must win by 2.	- Daily proficiencies - Q&A at the end of class about game strategy.



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Before the period ends we will come together as a class and students will have to answer questions about how their game went for the day. | |
|--|---|--|

Differentiation: Working with different students and playing at different lengths of the court.

Resources Provided:

- N/A



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Pickleball
Created:	Eileen Condon	Board Approved on:			



Unit Overview Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Volleyball
Unit Summary: Students will understand the difference between bumping, setting, and serving and their use in the game of volleyball. Students will further their understanding of the rules of volleyball applying these skills in game settings.					
Primary Interdisciplinary Connections: Anatomy and wellness					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Promotes an appreciation for volleyball to help students find a lifelong activity and lead healthy and active lives. Students learn to work together as a team to be successful.					

Learning Targets

Standards:	2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Movement Skills and Concepts:	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness:	2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.
Data and Analysis:	



Information and Media: Social Emotional Learning:	8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data.
	8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
	9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.
	SEL.PK-12.5- Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.



8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How do you properly perform a serve? Bump? Set?
- How do you apply the basic skills of volleyball to a game situation?
- How does cooperation and team unity impact the final outcome of the game?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.

Unit Learning Targets:

Students will....

- Master the underhand serve.
- Master the bump pass and set.
- Demonstrate comprehension of the rules of the game of volleyball.
- Be able to apply the rules and skills of volleyball to the game.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: volleyballs, nets, and floor markers.

Teacher Resources: NFHS Volleyball rule book, videos

Formative Assessments:

- Daily proficiencies
- Skills test
- Unit test
- Daily observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Serving, bumping, and setting	1 period
Lesson 2 Situations~ Guided Discovery	1 period
Lesson 3 Pick-up Games	1 period
Teacher Notes: Q&A = Question and Answer period	
Curriculum Development Resources/Technology Resources: www.quia.com	



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Serving, bumping, and setting Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Volleyballs and nets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply the concepts of force, motion, and weight transfer in order to properly serve the volleyball. • Apply the concepts of force, motion, and weight transfer in order to properly bump the volleyball. • Apply the concepts of force, motion, and weight transfer in order to properly set the volleyball.	Lesson Sequence • Students will come in and do their warm-up. • I will demonstrate for the class how to serve the volleyball, the class will break up into groups and try to get the ball diagonally over the net to a person • I will call the class back in to meet, and demonstrate a set. Then students will go back to their courts and set the ball over the net. • Then I will have one person set the ball over the net and demonstrate the bump and have	• Daily proficiencies • Q&A at the end of class about the lesson and game play.



students bump the volleyball.

- We will try to create a game-like scenario, with students practicing to serve the ball properly and the receiving team then bumping and setting to return the volleyball.
- I will be walking around providing feedback and making suggestions.
- At the end of class we will come together and discuss when to use a bump and when to use a set.

Differentiation:

Students can use volleyball trainers instead of volleyballs.

Resources Provided:

- N/A



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Situations~ Guided Discovery
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Anatomy and wellness			
Integration of Technology: N/A			
Equipment Needed: Pencils, worksheets, nets, and volleyballs.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to identify the effectiveness of specific mental strategies applied to improve performance in volleyball.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - After the warm-up the class will come together and I will give everyone a worksheet. - Students will pair up with a partner and read the situations on the worksheet. For each situation, the pair has to come up with the best answer. Pairs will have to try out their answer on the volleyball court.	- Daily proficiencies - Guided discovery volleyball worksheet.



When a final conclusion is reached, the students will write down their answers.

- I will collect the worksheets when a group is done.
- Once all the groups are done, if time remains we will start game-play.

Differentiation:

Mixed ability grouping.

Students can work alone or together in groups.

Resources Provided:

- Guided discovery worksheet.



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Pick-up Games ~ Traditional Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptops and answering a question on Quia.

Equipment Needed: Nets, volleyballs, and laptops.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e. pick up game of volleyball) in a volleyball match.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - The class will come together and I broke the class up into 4 teams. - The class will play traditional volleyball, scoring only when their team serves the ball. Games will be played to 15 wins by 2. Once a game is completed. Students will face off against another team.	- Daily proficiencies - Answer a question on Quia about transitioning from skill drills to a pick up game.



- As the period closes the class will come together , take out their laptops, and answer a question on Quia.

Differentiation:

Mixed ability grouping.

Students can use volleyball trainers instead of volleyballs.

Resources Provided:

- Quia



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 8th	Unit Title: Volleyball
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Soccer
Unit Summary: During this unit students will be actively engaged in competitive soccer/football skills that can be used in a competitive game. Students will display strategy and teamwork that can be used in a game setting.					
Primary Interdisciplinary Connections: Anatomy and wellness					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: To promote physical fitness through the team sport of soccer. Increase fitness levels and identify the muscles involved while performing soccer skills.					

Learning Targets

Standards:	2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Movement Skills and Concepts:	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness:	2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Data and Analysis: 8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data.

8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

Information and Media:

9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.



SEL.PK-12.
5.2

Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What are the necessary skills that are essential when participating in a competitive soccer game?
- How can we incorporate offensive and defensive strategies into a competitive soccer game?
- How important is spatial awareness and body control in a game like soccer?
- Why is knowing player positions and responsibilities important in a game setting?

Unit Enduring Understandings:

- Students will work cooperatively to make each team member better and achieve success.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Participating students will increase heart rate and elevate fitness levels.

Unit Learning Targets:

Students will....

- Be able to utilize the skills of soccer such as dribbling, passing and shooting in a competitive game setting by participating in activities that involve these skills.
- Have a better understanding of player positions and the role of those players.
- Identify what skills are utilized on offense and defense.
- Utilize strategy during games and demonstrate teamwork and communication with fellow team members.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Indoor and outdoor soccer balls, indoor and outdoor soccer goals, and cones.

Teacher Resources: NFHS soccer rule book

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Soccer stations ~ Review skills	1 period
Lesson 2 Pick-up games	1 period
Lesson 3 Games	1 period
Teacher Notes: Q&A = Question and Answer period.	
Curriculum Development Resources/Technology Resources: www.pecentral.com	



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Soccer stations ~ Review skills Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptop - Youtube video

Equipment Needed: Soccer balls and cones.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to apply the concepts of force, motion, and weight transfer in order to properly practice soccer skills.	Lesson Sequence - Students will come to class, change, and do their warm-up. - Students will be broken up into groups, so they can practice kicking and passing. - Groups will be of mixed ability and there will be one soccer ball per group. - Stations will be set up in the gym for the kids to practice soccer skills such as dribbling, passing, shooting, and video station. - Before the groups are assigned to a station, I will demonstrate what I	- Daily proficiencies - Q&A at the end of class about the lesson.



would like for them to practice at each station.

- Students will rotate stations.
- As the period comes to a close, I will bring the class together and we will discuss the lesson.

Differentiation:

Mixed ability grouping.

Shorten the distance for passing, shooting, and dribbling.

Students are working alone and together.

Resources Provided:

- N/A



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Pick- up games Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Soccer balls, cones, pinnies, and goals.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to identify the use of offensive, defensive, and cooperative strategies in the game of soccer.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - After that the class will come together. I have put the students into teams. Students will play a pick up game of soccer utilizing the scoring strategies we have gone over in class. - If outside there will be two big games going on, on half the field. Students will be instructed to keep score of their game.	- Daily proficiencies - Q&A at the end of class about game strategy.



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Before the period ends we will come together as a class and students will have to answer questions about how their game went for the day. | |
|--|---|--|

Differentiation:

Mixed ability grouping.
Students are working alone and together.

Resources Provided:

- N/A



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Games	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Anatomy and wellness		
Integration of Technology: N/A		
Equipment Needed: Soccer balls, cones, pinnies, and goals.		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify team effectiveness in achieving a goal (winning the soccer game) and make recommendations for improvement in order to succeed. - Be able to utilize offensive, defensive, and cooperative strategies in a team activity (i.e.soccer game).	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - The class will come together so I can tell them their teams for the day. Students will play a soccer game for the period. - Before the period ends, the class will come together to give me scores, and we will discuss game play for that period.	- Daily proficiencies - Class discussion at the end of class about game play. - Rubric for skill assessment and game play.



Differentiation:		
• Mixed ability grouping. • Students are working alone and together.		
Resources Provided:		
• N/A		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Soccer
Created:	Eileen Condon	Board Approved on:			



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Football

Unit Summary: Students will understand the components of football demonstrating the skills associated with the game of football. Students will demonstrate passing, catching and kicking. Students will begin to understand the rules and regulations of football that govern the game. Teamwork and sportsmanship will be emphasized during the unit.

Primary Interdisciplinary Connections: Anatomy and wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Promotes an appreciation for football and team sports to help students find a lifelong activity and lead healthy and active lives.

Learning Targets

Standards: 2.2 Physical Wellness
8.1 Computer Science
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 2.2.8 IC-Advancements in computing technology can change individuals' behaviors.



Data and Analysis: 8.1.8DA -People use digital devices and tools to automate the collection, use, and transformation of data.

8.1.8DA- The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

Information and Media: 9.4.8 IML- Sources of information are evaluated for accuracy and relevance when considering the use of information.

Social Emotional Learning: SEL.PK-12.5- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.



8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How do you properly catch, kick and pass a ball?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position and being a successful team player?
- How can different skills from different sports be incorporated to create new games?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.
- Responsible personal and social behavior enhances enjoyment of physical activity.

Unit Learning Targets:

Students will....

- Learn how to catch and pass a ball properly.
- Learn team strategies for dodging and faking against defenders. Incorporate the rules of football in different games (i.e. handball, flag football).
- Learn the roles of offense and defense, as well as the importance of playing your position or area of the field in order to succeed as a team.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: indoor and outdoor soccer football, cones, and flag belts.

Teacher Resources: NFHS football rulebook

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Football Stations ~ Review skills	1 period
Lesson 2 Handball	1 period
Lesson 3 Flag football	1 period

Teacher Notes:

Use the skills of soccer and football to teach multiple team games.

Stress the importance of being a part of a team and working together to achieve a goal.

Teach the importance of offense vs. defense and the importance of playing your position to help the team be successful.

Q&A = Question and answer period.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pecentral.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Football stations ~ Review skills Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: Laptop -Youtube video

Equipment Needed: Footballs, cones, goals/hula hoops, agility ladder, pencils, and worksheets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze individual performance during football stations and make recommendations for improvement.	Lesson Sequence - Students will come to class and attendance will be taken - There are stations set up for the students: throwing and catching, passing on the move, throwing at a target, an agility station, and video station. - I will demonstrate what I expect from the students at each station. - Students will be broken up into groups and spend time at each station. - On my whistle, students will rotate.	- Self-check worksheet - Daily proficiencies



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• At the end of class we will come together and I will hand out a worksheet for students to assess themselves.• I will then collect the worksheets. | |
|--|--|--|

Differentiation:
Mixed ability grouping.

Resources Provided:

- Worksheet



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Handball ~ Lead up game Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Goals, pinnies, and soft volleyball.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Successfully throw and catch the ball, while using defensive and offensive strategies in a modified game of handball.	Lesson Sequence - Students will change for P.E. - Students will sit in their squad spots while I take attendance. - Students will perform their warm-up. - I will then give instructions on the game we will be playing. The game is a modified version of handball. The students will use passing and catching skills to play a game similar to ultimate Frisbee. - Every player on the team must touch the ball to	- Daily proficiencies - Q&A at the end of class about game strategy.



	score a point, however the ball must be in a player's hand when it crosses the baseline to score. If a team drops the ball or the ball hits the ground it is the other team's ball. • Students will split into teams and begin playing. • At the end of class we will come together and have a class discussion about game play.	
Differentiation: • Mixed ability grouping. • Change the size of the ball. • Change the distance of the line required to score.		
• Resources Provided: • www.rulesofsport.com/sports/handball.html • Handball rules sheet		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Flag football Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy and wellness

Integration of Technology: N/A

Equipment Needed: Footballs, cones, and flag belts.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to demonstrate the use of offensive and defensive strategies in a game setting.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will do a warm-up of running two laps around the soccer field. - The class will be broken up into four teams- 2 teams play on each field. - Each team will have 4 attempts or "downs" to try and score a touchdown. When a flag is ripped off the play is done. If the team does not get a touchdown, the	- Daily proficiencies - Q&A at the end of class about game strategy.



	opposite team will get possession of the ball. • Students will be instructed to keep score of their game. • Before the period ends, the class will come together to answer questions and discuss game play for that period.	
Differentiation: • Mixed ability grouping. • Field size can be adjusted to change the level of difficulty. • Students having difficulty passing/catching a real football can use a foam football or a smaller football.		
Resources Provided: • www.nfhs.org • football study guide		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Football
Created:	Eileen Condon	Board Approved on:			



Unit Overview Template

Content Area: Physical Education **Grade Level:** 8th **Unit Title:** Achieving Fitness

Unit Summary: The achieving fitness unit will teach fitness principles as well as help students enhance their personal fitness level through games that involve problem solving, team building, compassion, goal setting and responsibility. This unit will build on each student's self esteem and personal fitness abilities.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The Achieving Fitness Adventure Activities unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The achieving fitness adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physically active settings and provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts:	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC-Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness:	2.2.8 PF -A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).



Lifelong Fitness:	2.2.8 LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	2.2.8 IC-Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8 CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Critical Thinking and Problem Solving:	9.4.8 CT-Multiple solutions often exist to solve a problem.
Information and Media:	9.4.8 IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
Social Emotional Learning:	SEL.PK-12.4- Responsible Decision-Making SEL.PK-12.5- Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
8.18.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.



9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
SEL.PK-12. 4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- Why is it important to respect others' feelings and choices?
- What are some problem-solving techniques used in adventure activities?
- How can you be a positive influence on someone's self esteem?
- How can we work towards improving our personal level of fitness?

Unit Enduring Understandings:

- Self-Efficacy
- Perceived Barriers
- Social Support
- Enjoyment

Unit Learning Targets:

Students participating in Achieving Fitness will be able to:

1. Achieve and maintain a health enhancing level of physical fitness.
2. Demonstrate an understanding of the components of health-related fitness.
3. Value physical activity for health, enjoyment, challenge and social interaction.
4. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
5. Develop skills to engage in physical activity during out of school time.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Achieving Fitness Equipment

Teacher Resources: www.project-adventure.org

Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). *Achieving Fitness: An Adventure Activity Guide*. Beverly, MA: Project Adventure.

Formative Assessments:

- Class discussion
- Question and answer period
- Closure reflections on Quia
- Full Value Contract



Lesson Plans

Lesson	Time Frame
Lesson 1 Fill The Basket (Set Goals)	1 period
Lesson 2 Hoop Me Rhonda	1 period
Lesson 3 Chicken Baseball	1 period

Teacher Notes:

FVC stands for “Full Value Contract”

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.project-adventure.org

Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). *Achieving Fitness: An Adventure Activity Guide*. Beverly, MA: Project Adventure.



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Fill the Basket ~ Set goals Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: N/A

Equipment Needed: Box or bucket and enough balls to fill the bucket.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: For students to practice the concept of setting goals while practicing throwing skills.	Lesson Sequence Set Up: Place a bucket in the center of a designated play area, the equivalent of half or all of a gym. Use lines on the gymnasium floor, rope or cones to mark boundaries for the throwers. Have players stand outside the boundaries. Place the balls, also outside the boundaries, in front of the players. Place a bucket in the center. Framing: "In this activity we need to set realistic goals so that we can monitor our progress. We will use STAR goals to think about this	Daily proficiencies



Procedure:

1. Introduce the STAR goal model that is included in the introduction of the book. Inform students that as this game progresses, they will have to set STAR goals. S Specific T Trackable A Achievable R Relevant
2. Explain that the object of this game is to have the group get as many balls as possible into the bucket in a two-minute time period.
3. There are two types of players: the throwers and the retrievers. Ask the class to decide how many throwers and how many retrievers they will have for each round. Throwers must remain behind the established boundaries.
4. The retrievers may stand wherever they wish, but they may not "help" the balls into the bucket in any way. Their job is simply to retrieve missed shots and run the balls back to the throwers. They may not throw or roll the balls back; they must be delivered hand to hand.
5. Throwers may attempt to throw the balls directly into the bucket, or to bounce them, depending on the ball being used.
6. Players may not trade positions during a round. Retrievers must remain retrievers, and throwers must remain throwers, for the round.
7. At the end of the first round, allow players to make adjustments to their positions,



and discuss changing their tactics.

8. Note the number of balls in the basket, and challenge the group to set a STAR goal for Round 2.

9. Continue with rounds until the goal is achieved or time runs out. If it seems that the group has set an unrealistic goal, ask if they would like to reconsider their goal and set a new one. If the team has set a goal that is too easy, ask them how this fits into the concept of working in their "stretch" zones. A Relevant Goal is one that will stretch them relative to their last attempt.

Closure:
Review the goals set during the activity. Ask students:

- Were our goals Specific?
Trackable? Achievable?
Relevant?
- How can using STAR goals help us to achieve our fitness goals?

Differentiation:

Mixed ability grouping.
Goal Setting with students.

Resources Provided:

- www.project-adventure.org
- Achieving Fitness: An Adventure Activity Guide



Lesson Plan 2 Template		
Content Area:	Physical Education	Lesson Title: Hoop Me Rhonda Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Character Education		
Integration of Technology: N/A		
Equipment Needed: 1 Hula Hoop for every two students.		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To practice setting exercise goals that support student immersion in a cardiovascular activity. - Work easily with others to achieve a common goal. - Evaluate which components of health related fitness a particular activity will impact. Explain techniques and strategies for improving cardiovascular endurance.	Lesson Sequence Setup: Clear a large play space of any obstacles. Have the class partner up and stand behind a starting line at one end of the play space. Distribute one hoop to each pair of players. Framing: Say to students: “Do you remember when we learned STAR goals? Can anyone remind us all of what a STAR goal is? In this activity you will practice setting a STAR goal, and have four chances to refine your skills to improve your performance! As usual, I am also going to ask you to keep moving as much as possible to get everything you	Daily proficiencies



- Self-assess heart rate before, during, and after vigorous physical activity.
- Identify distractions present in life that may deter one's achievement of fitness goals.

can out of the exercise portion of the activity.

Procedure:

- Explain that Hoop Me Rhonda is a relay activity that involves partners passing the hoop between each other as they progress up and down the gym/field.
- Demonstrate the proper way to receive the hoop: with arms raised above the head, hands clasped together and head tilted downward. A successful pass means the hoop lands over the person's arms and head – a human scale ring toss. For a successful toss, the hoop must drop below the belly button of the receiver before it may be removed. The receiver must keep both feet planted on the ground.
- If a toss is not caught, the hoop must return to the last tossing point. The receiver may move closer if necessary.
- To begin the relay, one partner will enter the play area, while the other remains behind the start line with the hoop. The hoop is tossed to the receiving partner, who catches it in the appropriate fashion. Once a successful toss is made, the tosser runs past the first catcher and prepares to receive the hoop.
- Provide a practice session during which students can compete a couple of laps to work on their tossing and catching techniques.
- When the practice is over, announce the final tournament:



four rounds of four minutes each.

- The goal is to see how many lengths of the play space can be covered by each team over a four minute period.
- Before beginning, ask each partnership to decide on a goal for their first round. Have them record their goals. Use the Fitness Journal.
- This is a good time to remind students that setting STAR goals is important when engaging in a fitness routine or plan. Teach or review STAR goals at the start of this lesson. (Specific, Trackable, Achievable, Relevant)
- After each round, give students a chance to record how they did, brainstorm and practice improvements, and revise their goals.
- Complete four fast paced rounds with short rests between.

Differentiation:
Mixed ability grouping.

Resources Provided:

- www.project-adventure.org
- Achieving Fitness: An Adventure Activity Guide



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Chicken Baseball	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Character Education		
Integration of Technology: N/A		
Equipment Needed: Rubber chicken		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To have teams working in coordination while each student moves continuously throughout the activity. - Exhibit responsible personal and social behavior that respects self and others in physical activity settings. - Value physical activity for health, enjoyment, challenge, and/or social interaction. - Work cooperatively and productively in a group to accomplish a set goal.	Lesson Sequence Setup: Divide your class into teams of four to eight students per team. This game requires an even number of teams, so that each team has a partner team to compete against. Juggle the numbers to make this work. Framing: Say to students: "We're going to play a game of baseball. This version of baseball has some similarities to traditional baseball; there are two teams and you can score runs, but that's where the similarities end." Procedure:	Daily proficiencies



- The activity is played with two teams playing against each other. Therefore you may have multiple games going on at the same time. The following procedures are simply replicated for additional pairs of teams.
- Be sure that Team A and Team B of each pair of teams is clear about who their partner team is.
- Team A is the infield. Team B is the outfield. Team A starts by throwing the rubber chicken anywhere in the designated play area (the entire gym, or a whole soccer field, for example.)
- Once the chicken has been thrown, Team B runs toward it and forms a single-file line behind it. The first person in line picks up the chicken and passes it through his/her legs to the person directly behind, who passes it over his/her head. This passing pattern continues until the chicken has reached the end of the line and the last students in line yelling, “Stop!”
- Meanwhile, Team A is scoring runs. A run is scored each time a student from Team A runs around all of the Team A group members. Team A can get into any configuration that they would like, usually they clump together as tightly as possible to minimize the running distance for the runner.
- Teams keep track of their own scores, which are cumulative from inning to inning.
- As soon as Team B yelled, “Stop,” the last student in line threw the chicken to any other



spot in the designated play area.
Team B then begins to score runs as Team A lines up and starts passing the chicken.

- The game is over after five innings, after 20 minutes, or when you determine that it's time to stop.
- If the chicken goes out of bounds (into the bleachers, for example), set up a sideline throw.

Differentiation:

Variations:

- Add a rule that requires students to choose a different runner to score runs for every inning.
- When the runner is running, the rest of the team must perform some type of exercise like jumping jacks, push-ups, running in place, etc.
- Mixed ability grouping.
- Choose to be a leader.
- Work together.

Resources Provided:

- www.project-adventure.org
- Achieving Fitness: An Adventure Activity Guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	8th	Unit Title:	Achieving Fitness
Created:	Eileen Condon	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension