

Final-Synthesis Paper

EDU 320

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Final-Synthesis Paper

For my final assignment in this Curriculum Instruction & Assessment course, I will be writing the following synopsis that will highlight what I have learned and created throughout the semester.

I will be touching base, as well as, explaining how I will incorporate these practices into my future classroom on the following subject areas: practices used by effective teachers to enhance positive outcome on students, understanding each and every student, classroom management strategies, how to set goals, follow standards, and establish objectives, how to develop lesson and unit plans, integrating technology into a lesson, and strategies for creating effective questions at various levels. Lastly, I will wrap up with effective strategies for direct and indirect instruction and also how to assess learners at all levels.

The Effective Teacher

Unfortunately, there is no single or specific definition of what exactly an “effective” teacher is. But rather, we learned about multiple strategies and techniques that a teacher can focus and rely on in order to achieve positive outcomes in learners. Specifically, I learned that it is felt that positive interaction between teacher and student is consistent with producing outcomes in students that are more motivated to learn, higher achievement, increased problem solving, and improved skills in learning.

Personally, the most helpful information I left his topic area with was the importance of five key behaviors to effectively teach and they are the following: lesson clarity, variety in delivery of instruction, task orientation, overall student engagement and success rate. Also, I now see the importance in involving my students by utilizing their ideas and contributions, structuring my lessons with varied demands, questioning and probing to get a good feel of how my students

are grasping the information and understanding the activities and skills I will be covering with them. The strategies I learned about are critical elements that I will need to rely heavily on immediately and consistently when I begin my teaching career. Ultimately, establishing an environment that is going to benefit my students in the most effective way, will set up the framework for our entire journey moving forward in physical education for the rest of the year.

Understanding Your Students

There is nothing more important than establishing a positive and encouraging relationship with your students right from the get go. This entails everything from simple and basic questions and tools to find their likes and dislikes, to their favorite learning methods, all the way to their different intelligence levels and ways to adapt to meet all learning needs.

As a physical education teacher, I will utilize my environment of a gym setting and incorporate a teaching tool that will lay the groundwork for the rest of the year for teaching my students how to set goals and to always push to improve. It will be a goal sheet for something referred to as “Personal Best Day”. With this program, students will be setting an initial goal for carrying out a pull-up, push-up, and 10 minutes run test and then will record each and every time they are tested. We will conduct this test a total of 5 times and each time the student will reflect on their improvement or lack of improvement, and then set new goals for the following physical fitness test. Please see Appendix A for an example of the scorecard that each student will use to set goals and record performances.

The other topic we touched on that relies heavily on understanding your student, was how to deal and adapt to multiple intelligences. In essence, teaching to multiple intelligences is doing so in a way that will allow the following: students taking different paths to achieve common goals, displaying their best, not just their average performance, gives alternative ways of

assessing a student's achievements and talents, and giving opportunities to add to the student's self-identity beyond what is commonly asked for through most of their schoolwork. I chose one particular lesson and standard to follow and I came up with a different method of teaching to 3 different intelligence levels. This was a a great test for me to think hard and be creative in ways I can adapt the games and activities I will be teaching to fit the different needs and skill levels of my students. Please see appendix b to view the format I assembled for a dance lesson plan for 3 very different levels of intelligence and learning styles.

Classroom Management

Without question, the most influential and critical piece of advice and understanding that I took away from this class was that classroom management can either make you or break you as a first-year teacher. If I do not have a distinct plan and framework established from the beginning, I am ultimately setting both myself and my students up for failure.

As a physical education teacher, my management techniques and strategies will vary slightly from those in the general education setting, mainly because of my environment and classroom setting. Specifically, I will focus on establishing positive relationships among all learners, prevent attention seeking and work avoidance behavior, quickly and unobtrusively redirect misbehavior once it occurs, consistently use strategies to stop persistent and constant misbehavior, teach self-control, and most importantly, to respect cultural differences. Please see Appendix C for a more in-depth description on specific techniques I will use to carry out the previously mentioned goals. Also, I will have an upholding system in place from beginning to end known as the "Golden Rules of PE." These are concrete rules on the basics of what is expected of my students in regard to behavior, attitude, and performance. For an example of a

poster that will hang in my gymnasium, please refer to Appendix D to get a visual idea of what it could possibly look like.

Lastly, we covered the importance of creating successful group development. For me, this will be critical in my classroom because a large majority of what we will be doing will be group and team oriented. I will utilize all four stages; forming, storming, norming, and performing, in order to help keep my students on the right path and make sure they are building their teamwork skills in order to be successful at that game or activity. Please take a look at Appendix E for examples of different strategies I would use for each level of group development for a “team teach” group activity.

Unit and Lesson Planning

For this particular theme, we got to get a lot of practice and learn how to develop both an individual lesson plan, as well as, work in a group and develop a complex interdisciplinary plan. This was great practice for me to come up with an all-inclusive and effective lesson plan for an activity known as Tchoukball. I chose this particular activity because I have witnessed in person just how awesome of a lesson it is because of the stress for teamwork and movement. Now, I can take this lesson plan and either incorporate it directly or, use it as a base and opening lesson for a complete Tchoukball unit. Please refer to Appendix F for the Tchoukball lesson plan.

The other aspect of this topic that we touched on was the effectiveness of incorporating an interdisciplinary component in your curriculum. We got to form groups that consisted of different education content backgrounds and be creative with one another and come up with a complete interdisciplinary lesson plan. If you would like to reference Appendix G, you will get to take a look at the complete lesson plan format. Personally, this was my favorite part because we all think and come up with ideas in such different ways so it was awesome to bounce ideas

off of one another and then find a way to link all of our subject content into a fluent and effective lesson plan.

Technology Integration in Instruction

In today's society, we are living in a time of crazy technology advancement and it is definitely to our advantage as teachers, as well as our students, to use all the different forms of technology. By incorporating elements into our lessons, we will be providing alternative and challenging opportunities for our students and their learning. In physical education, the options are endless for me in terms of devices and different technology methods that I can use.

I chose one particular activity to focus on during this unit and that was to add a fun and exciting element to my dance unit by playing the Dance Dance Revolution interactive video game. I would like you to reference Appendix H to see the descriptive lesson plan that I plan on incorporating into what would normally be just your basic dance and rhythm unit. My hopes are to get the students excited about dance and to get comfortable dancing in front of one another by turning it into more of a game and competition.

Questioning Strategies

Questioning strategies, I learned, are critical and are established in order to help a teacher create questions that contain key components to effectively engage students. Also, I grasped that there are many different levels of cognitive complexity and that I will need to formulate my questions in a manner that the wording will be understood by all individuals as well as a group of diverse learners. Specifically, we focused on the 7 questioning strategies and the 6 different levels of behavioral complexity. It was somewhat challenging but very rewarding at the same time. It forced me to look deeper into my content knowledge and my standards and to develop questions that will be both understandable, and effective. I will most certainly refer back to this

format and my examples that I came up with because I want to always challenge my students and make them think “outside of the box” and not just give quick and easy common-sense questions. By doing so, I will be able to dig deeper into just how much they are learning and understanding. Attached below as Appendices I & J, are the individual standards and questions I developed for each strategy and cognitive level.

Teaching Strategies for Direct & Indirect Instruction

This section gave us the opportunity to differentiate between two distinct forms of teaching; direct and indirect instruction. From a definition standpoint, direct instruction is one where I as a teacher, will be using teaching strategies in hopes of students getting knowledge through facts, rules, and action sequences. Whereas with indirect instruction, I will be using strategies that will help me teach inquiry and problem solving involving concepts, patterns, and relationships.

I really benefitted from this theme because we were given the challenge to use only one lesson plan but to alter it work as both a direct and indirect lesson. It made me more aware of the different angles that I will need to come from with each and every lesson I develop in order to meet the objectives that I am striving for with that particular unit or activity. With my direct plan, I focus on being the main distributor of information and present it in a step by step manner to deliver the skills and rules in a concrete way. Then, in my indirect plan, I turn it more into a interactive and peer-to-peer lesson where they are taking what I taught them and performing the skills with, and against one another. To see the different approach I took for each technique, please refer to Appendices K&L. I utilized a tennis lesson plan for a tennis unit that I plan on using in my classroom one day.

Assessing Learners

Assessment, assessment, assessment. I don't think any point was driven home harder than just how detrimental assessing my students is going to be. Ultimately, without carrying out successful and varied forms of assessment, I am not going to be able to see whether or not I am teaching effectively or whether or not the students are progressing to meet the goals and objectives.

Once again, I stuck with my tennis lesson/unit plan and developed what I believe to be an in-depth assessment tool and rubric which you can view if you refer to Appendix N. My assessment tool focuses on the breakdown of shot skills and I will be conducting scored assessment on the four main shots of tennis with each student. Also, if you take a look at Appendix O, you can view my comprehensive test that I formed that is covering all of the vocabulary, rules, etc. of tennis information that we covered from day 1 until the end of the unit. I made sure I put a lot of thought into these 2 different tools because I know that tennis will be in fact a subject that I will be teaching and I will be grateful to have these on hand to use when the time comes.

In conclusion, all of the themes that I just discussed each play an important and distinct role in curriculum instruction and effective teaching. When I stop and think about it, I see my future classroom as not just a place of structure and organization, but also, a place that provides a feeling of safety, comfort, and acceptance. It will be an environment where teamwork and encouragement is stressed, and also that each and every student will be responsible for setting goals for themselves and persevering to try and reach towards them.

This class provided me with more knowledge, techniques, and skills that I could ever put into words. I am so grateful that I was able to become more comfortable with just what exactly

successful instruction entails. Moving forward, I will take each and every tip and tool or lesson plan that I created and feed off of them by either directly placing them in my classroom or using them as a base and building them into even bigger and better ideas. Again, I am walking away with an excited and hopeful attitude as to my confidence of being able to one day become an effective and respected physical education teacher.

Appendices

Appendix A:

PERSONAL BEST DAY

Progress & Personal Goals Scorecard

Name: _____ Grade: _____ Teacher: _____

SCORECARD					
	DATE	DATE	DATE	DATE	DATE
PULL-UPS (1 minute)					
PUSH-UPS (30 seconds)					
10 MINUTE RUN (# of laps)					
	DATE	Did well	Do Better	New Goal	Things to Do
PULL-UPS	PBD #1				
	PBD #2				
	PBD #3				
	PBD #4				
	PBD #5				
PUSH-UPS	PBD #1				
	PBD #2				
	PBD #3				
	PBD #4				
	PBD #5				
10 MIN RUN	PBD #1				
	PBD #2				
	PBD #3				
	PBD #4				
	PBD #5				

APPENDIX B:**Physical Education Lesson**

**Standard 1: Demonstrates Competency in a variety of motor skills & movement patterns.*

Dance & Rhythms: S1.H2.L1

- Students will be put into groups of 3-4 (dependent on class size).
- Each group will be given a type of dance and a class period date where they will be responsible for teaching the prescribed dance.

Multiple Intelligence Accommodation Examples:

1.) Naturalistic: *For those individuals who learn and teach the best in this setting we could allow for an option to be to teach the dance outside or in a different environment that they feel is more fitting for that style of dance-allow creativity.*

2.) Logical/Mathematical: *Encourage them to turn the dance into something that is approached as more of a puzzle or problem solving game. For instance, developing a specific step count or breakdown of the dance.*

3.) Musical: *Allow the students to choose the song or style of music to perform the dance too. Also, give the opportunity to come up with a song or chant to match the steps to make it easier for students to learn the dance.*

APPENDIX C:

Classroom Management Techniques

1.) Establish Positive Relationships Among All Learners

- Teach activities that use a variety of formats; together in front of the class and everyone as a group. Then for other parts of the lesson, I will divide up the class using stations, teams, groups, and partners so they are able to encourage one another and learn to improve together.
- I will have a standing “5 Golden Rules” that the students are held to and one of them is to “win without gloating, and lose without blaming.” This promotes a teamwork and accepting environment which will hopefully allow students to always push themselves and not be afraid to try something new, sometimes making mistakes.
- At the beginning of each semester, I will have the class develop a set of class goals that will help push students to their best. The goals will be put on a poster and when a class meets their goals for the day they get a flag to add to the poster. Once they receive ten flags, they earn a reward such as a choice day in PE. If students know they have to achieve this together, they will strive to encourage one another so that they can reach their goal.

2.) Prevent Attention-Seeking and Work Avoidance Behavior

- Have a “back to wall” rule for myself. During class I will always be moving around the gym so this way I am always facing the students because if I turn my back it will encourage off-task behavior because they think they aren’t going to be caught. This way I can stop the bad behavior as it is starting.
- My single most important strategy will be to make sure I learn all of my student’s names. By me taking the time to learn their names right away it shows them that they are equally important. Also, it allows me to call them out about something from across the class and provide feedback as needed.
- I will practice selective ignoring. Once I know my students I can selectively ignore them in a way to try and cut down on the attention they are getting. However, there is a time and place for this in terms of length and degree of behavior and I will try and follow up the ignoring with pointing out something positive that they do.

3.) Quickly and Unobtrusively Redirect Misbehavior Once it Occurs

- Immediately blow the whistle and call out warning 1 to the student to prevent a continuation of the behavior and a rapid spread to other students.
- Monitor closely, and at the next break in activity, without questioning the student in front of his classmates, quietly and off to the side, ask them if they know why they got the warning.
- At first sight of the start of misbehavior I will immediately assign a role in the game to that person or call out a question in the hopes that this will distract them from what they were doing and allow them to focus their attention on something else.

4.) *Stop Persistent and Chronic Misbehavior With Strategies That are Simple Enough to Be Used Consistently*

- I will send home pre-printed notes called for example, “News from Ms. Anderson” updating and informing families/parents, and teachers. This will make everyone who is involved with the students’ education aware of behavior they can also monitor.
- Establish a system where at the end of every class I will name 3 “players of the game” for the day and they will each get a star slip. At the end of 2 weeks, the student with the most stars gets to select a game of their choice for one day.
- I will have consequences clearly posted on the gym wall next to the “Golden Rules” and will consistently enforce them so that my students take responsibility for their own actions. I will utilize breaks or timeouts as consequences because then it is the student that is choosing to be taken out of something that motivates them or that they enjoy.

5.) *Teach Self-Control*

- At the beginning of each week, students will hand in their goals for the week chart and this is allowing them to set and achieve their own goals rather than me giving them to them. This pushes them to test themselves, learn how to handle winning and losing, and growing from positive and negative feedback.
- Students will be informed on day 1 that a challenge I have for them is to show self-control by being encouraging to everyone regardless of their abilities. Everyday they will have a goal of making at least 1 encouraging statement each class.
- Challenge the students to prove they can handle all forms of competition by displaying a good attitude with their team or individually during games. I will constantly be assessing by asking- What is an ok way to behave when you are ahead? When behind? When there are arguments or disagreements, I will bring those students together and give each one time to explain while the others listen. If we can’t reach a decision, it will be settled by rock, paper, scissors.

6.) *Respect Cultural Differences*

- Once a week my curriculum will consist of a game or activity originated in a different culture. We will have a brief history of the culture and game at the beginning of the lesson so they are understanding more than just simply the rules.
- I will dedicate a 2 week time frame where we will focus on cultural differences. Each student will find out the history of their name and where it comes from and an activity based in that culture. We will break it up by 5 a day and play each game for 10 minutes.
- I will base my gym theme as the “World of Physical Education.” To promote this, I will use the walls and have each part of the gym be dedicated to a different culture and will have posters, maps, flags, etc. Displaying these items will show different activities performed in all cultures throughout the world. This will promote a positive environment that focuses on acceptance and curiosity.

APPENDIX D:**LIFE IN PHYSICAL EDUCATION**

- ★ **All students will dress for class unless previously arranged and excused by teacher.**
- ★ **Student begins period with 5 points total and only lose points if “GOLDEN RULES” aren’t followed.**
- ★ **1ST Break: Warning / 2ND Break: Time Out 5 mins. / 3RD & FINAL: Out of activity until end of class.**
- ★ **Participation- For the ENTIRE activity.**
- ★ **Attempt new things and always try your best, and learn from your mistakes.**
- ★ **Cooperate & listen to directions, and ALWAYS ask directions.**
- ★ **On the whistle or when music stops- everyone “freezes” and equipment is put down.**
- ★ **RESPECT**
 - *Yourself-work hard and safe everyday to improve your fitness
 - *Others- Never put others down, be encouraging
 - *Equipment- Use only for specific purpose- It belongs to everyone so **TAKE CARE OF IT**
- ★ **Win without gloating - Lose without blaming.**
- ★ **EXIT SLIP - A high five and a smile.**

APPENDIX E:**Group Transitions**

Groups formed and objective is for each group to be the teachers for a day and instruct a new game or activity from start to finish.

1.) FORMING

Strategy #1: The students will huddle up in their groups scattered around the gym and then I will have each student in the group write down something interesting and informative about themselves for each letter in their name and then each member takes turns reading out loud so its a fun and quick way to learn some fun facts about their group members. This will also be a helpful tool when trying to decide what kind of game or activity to teach after hearing their classmates likes and dislikes or hobbies and passions.

Strategy #2: Each group will be handed a soft foam ball that will act as the microphone and the student with the “mic” will say what their favorite game/activity is that they have ever played and why. Once they are done they then “drop the mic” onto another teammate and so on and so on until each member has had a turn. This also lays a good foundation so each person is able to hear and get a feel for what kinds of games they should maybe focus on because of likes and dislikes.

2.) STORMING

Strategy #1: I will tell the students they then have the next 5 minutes to each suggest a game that they would like to play and to give a good reasoning behind why they think it would be a good idea. Once each member has voiced their choice, they then will have the following 5 minutes to come up with their “top 2” by voting amongst the group. I will then make the final decision for each group so that there will not be an unfair or bias decision made. This way any disagreements that may be had on what kind of game to select will be handled.

Strategy #2: I will go from group to group and ask each team member to pick a number between 1 and 20 and the closest person will be the group “coach” and the second will act as the “assistant coach”. It will be these two members jobs to act as leaders of the group and to make sure that each group member is getting a task and responsibility assigned to them for their role in teaching a specific part of the day’s game/activity. They will not be able to move on to their next assignment until each person has written down what their specific teaching duty will be and will lend an ear and allow each person to voice their opinion about what job they have and whether or not it is something they think they can handle.

3.) NORMING

Strategy #1: The coach and assistant coach will be in charge of taking note and will have each member give them one rule or guideline that they feel should be in place and this final accumulation each rule will act as the group’s “Guide to Success Table” that they will let act as their running norm for the project. This allows each member to feel like they are having an active hand in how, and in what manner their group should be run.

Strategy #2: I will assign specific dates to serve as check-in days throughout the course of the next two weeks leading up to “teach week” and it will be the head coach who delivers their team message. They will fill me in on whether or not they are meeting their goals and how the team spirit and execution is going. I then provide my feedback and the head coach will then tell me who he is selecting to be the message carrier at the next check in day. This way it will allow each member to have to opportunity to one on one voice their opinion on how things are operating and will give me a well rounded idea on how the group is running and whether or not I need to step in to handle any issues.

4.) PERFORMING

Strategy #1: The day prior to the group teaching the class the designed activity, They will be responsible for setting up a time that works for all of them to have a brief trial run with me in the gym in

the actual setting of where they will be the next day. This will allow the members to evaluate one another and bring up any last minute issues or concerns that have come up. It will also give me the chance to study them during “crunch time” and see how they have adapted to their individual rolls in the group.

Strategy #2: Post teaching day, each student will be solely responsible for completing an evaluation (same will be given to all) along with a 2 page brief summary/reflection on the experience and what their take on it was for themselves as well as performance as a team. By having them do this individually it will allow me to gather their true feelings and opinions without them worrying about saying something in front of someone else. They will feel less pressure and will feel more comfortable saying what is on their mind about what might have played a role in either the positive or negative outcome of their team’s teaching/coaching.

APPENDIX F:

Grade: 9-12	Subject: Physical Education- Tchoukball Game
Materials: Tchoukball cue cards, 2 rebound surfaces, 2 Tchoukballs	Technology Needed: Music (background noise)
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Peer teaching/collaboration/cooperative learning 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Hands-on
Standard(s) <ul style="list-style-type: none"> ✓ Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. ✓ Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. ✓ Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. 	Differentiation <p>Below Proficiency: - I will have students partner up and practice individually playing catch against the net to become comfortable throwing and this will allow them to improve their hand-eye coordination as well as receiving helpful tips or suggestions from their partner.</p> <p>Above Proficiency: - I will utilize their above level performance by giving them the responsibility of helping others and becoming somewhat of a “coach” while playing the game. This will keep them from getting bored while still providing positive reinforcement.</p> <p>Approaching/Emerging Proficiency: - I will have these students specifically focus on the certain skill that they may be close to successfully doing while we are doing target practice at the beginning of class. This way, they can be responsible for pinpointing their weakness and using the strengths to improve on them prior to the game playing.</p>

<p>Objective(s) <i>TLW demonstrate various throwing and catching skills while engaged in a game of Tchoukball.</i> <i>TLW apply their knowledge of the rules of Tchoukball to the practice and performance of various skills and concepts while taking part in the Tchoukball game</i> <i>TLW work cooperatively in teams while engaged in a competitive and safe game of Tchoukball.</i> <i>TLW exhibit etiquette, self-control and enthusiasm. Also, showing they can handle winning and losing with a positive attitude.</i></p> <p>Bloom's Taxonomy Cognitive Level: Psychomotor: <i>Demonstrate various throwing and catching skills while engaged in game.</i> Cognitive: <i>Apply knowledge of the rules of Tchoukball to the practice and performance of various skills and concepts.</i> Affective: <i>Work cooperatively in small groups while playing the game.</i></p>	<p>Modalities/Learning Preferences: <i>- During our practice time, I will give these individuals the chance to choose to partner up and have target or to receive one on one help and practice by themselves. As long as they are involved and participating in the game when the time comes, modifications can be made depending on the situation.</i></p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>GOALS TO SUCCESS:</p> <ul style="list-style-type: none"> ✓ <i>Try to the best of my ability to fairly divide the students into teams and be open to adjusting and modifying as needed.</i> ✓ <i>Encourage students to be competitive without being too aggressive.</i> ✓ <i>Stay on top of it and avoid violent confrontations.</i> ✓ <i>Increase self-confidence and ability to focus and use self-control.</i> ✓ <i>Reward problem solving as well as physical ability and participation.</i> ✓ <i>Teach teamwork and positive social behavior.</i> ✓ <i>Remember, no set of rules can replace a student's respect for another student and the ultimate spirit and objective of the game.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>EVERYDAY RULES:</p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the "golden rules" posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i> <p>Tchokball Specific:</p> <ul style="list-style-type: none"> ✓ <i>These rules will be discussed in during the game explanation portion of class following our opening warmup activity.</i>

Minutes	Procedures
10	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ✓ <i>Class time will begin when the students have entered the classroom and gone to the White Board to see what their partner warm-up activity is for the day. They are responsible for completing the warmup activity and recording their results to me.</i> ✓ <i>While students are completing their warm-up, I will be take the rebound surfaces and placing them on the 2 ends of the floor, and then place the remaining equipment (2 Tchoukballs) and the cue cards in the middle of the gym floor where we will be doing our game explanation and demonstrations.</i> <ul style="list-style-type: none"> ○ Partner Warmup: Jog 5 laps, followed by partner burpee challenge. The first partner to reach 50 in the 10 minutes allotted for warmup will get 5-star points to go towards end of the year prizes.
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ✓ <i>Once I have split the class (fairly as possible), into two teams of 10 players, we will break up and begin practice throwing at the target. The class will line up on the 2 free throw lines and will do the following.</i> <ul style="list-style-type: none"> ○ Students will be able to use their catching and throwing skills while practicing throwing and then catching off of the actual Tchoukball frame. The first student throws and then goes to the end of the line. The next student in line catches the rebound and then makes a shot and continues to the end of the line. ○ We will spend 5 minutes doing this and then once finished we will do a brief 5 minute breakdown of the history of Tchoukball.
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p><u>Key Rules Breakdown:</u></p> <ul style="list-style-type: none"> ✓ <i>One rebound frame is placed at each end of the field and a semi-circle directly in front defines the “forbidden zone.”</i> ✓ <i>The ball must never touch the ground.</i> ✓ <i>During any phase of the game, the ball stays in the hands of one team.</i> ✓ <i>Players of one team are not allowed to interfere with players of the other team</i> ✓ <i>They cannot intercept passes, or interfere with the movement of the person carrying the ball.</i> ✓ <i>There are no designed sides (each team may shoot the ball at either rebound).</i> ✓ <i>No more than 3 passes before a shot.</i> ✓ <i>No more than 3 steps by a player while holding the ball.</i> <p><i>- I will do a visual instruction breakdown of what these actions will look like and use students to demonstrate what it looks like when following the rules correctly and vice versa.</i></p> <p><i>- Cue Cards with illustrations and descriptions of the rules will also be used to help students gain a better understanding by both visually seeing the breakdown as well as hearing. These cards will remain up on the bulletin board for the duration of the unit for students to refer to if they need to. This is a modification that is essential for my student who is hearing impaired. These illustrations and visual demonstrations will allow for him to learn at the same speed and extent as the rest of the class.</i></p>

<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p><u>"GAME TIME!!"</u></p> <ul style="list-style-type: none"> <u>O</u> <i>Students will now place a brief game of Tchoukball to get acquainted with the game in general and this practice session will allow us to iron out all the details so that the following 2 days of the unit can be spent playing the game for the entirety of the class period.</i> <u>O</u> <i>The two divided teams will divide their players into 3 separate areas. Two areas by each frame and one in the middle of the playing field. If I see the need I can modify the number of players in each area but 3 is the desired number.</i> <u>O</u> <i>Since Tchoukball is a game with a very different concept it can sometimes be difficult to pick up quickly and this is why the best way to teach and for the students to learn is by them simply just playing the game. Throughout the game today I will consistently guide, direct, and clear up any confusion by pausing play and regrouping to reinforce the rules of the game.</i> <u>O</u> <i>On this first day, I will take what I observed and modify accordingly to maximize the participation, understanding and different abilities and needs.</i>
<p>5</p>	<p>Review (wrap up and transition to next activity):</p> <p><u>CLOSURE:</u></p> <ul style="list-style-type: none"> <u>✓</u> <i>Students in a large circle in the middle of the gym to have a quick closing discussion on thoughts of the first day of playing Tchoukball.</i> <u>✓</u> <i>I will lead the session that will focus on reviewing the rules and overall concept of the game. During this time I will use students for demonstration so there will be a visual subject to study.</i> <u>✓</u> <i>This will transition into the assessment time period that I have discussed below.</i> <u>✓</u> <i>Post discussion we will conduct our routine "clap down" followed by the high-five exit by the students. (Rule- Everyone leaves with a high-five and smile)</i>
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Hand Signals: <i>During play, I will call out "freeze" at various times to have the students signal to me either thumbs up or thumbs down on whether they understand what is going on at that point in the game.</i> • Player Performance Rubric: <i>I will be assessment with a point scale of 1-4 and the items assessed will be the following: Serve Execution, Shot Execution, Court Coverage, and Sportsmanship.</i> <ul style="list-style-type: none"> ○ 1-Rarely performs skill correctly ○ 2-Performs skill correctly some of the time 	<p>Summative Assessment: Question and Answer Quiz Time</p> <ul style="list-style-type: none"> <u>✓</u> <i>For example, "where does the ball have to cross after a point is scored?" "How does a team score a point?" etc.</i> <u>✓</u> <i>To wrap up, I will ask students for their honest and direct feedback about how they felt about the game. Do they like playing it? And what are their specific reasons for why or why not?</i> <u>✓</u> <i>As the students are leaving the classroom I will be handing them a sheet of paper that they are to complete with their team members prior to the start of the next class period. Questions will include:</i> <ul style="list-style-type: none"> ○ 1.) List 3 things your team did to attack and score on offense. ○ 2.) List 3 things your team did on defense to stop them from scoring. ○ 3.) List 2 things your team can improve on, both offensively and defensively.

- 3-Performs skill correctly most of the time
- 4-Performs skill correctly consistently

Consideration for Back-Up Plan:

- *I will have an instructional and demonstrational video prepared and ready for the students to watch and we will pick apart the techniques and strategies in the video until students are understanding the concept better. They must prove to me they understand before we can dedicate an entire class period to the game.*

Reflection:

APPENDIX G:**Interdisciplinary Unit Plan****Grade:** 8th Grade**Topic:** Summer Olympics**Time Required:** 1 Day**1) Main Purpose of Unit**

The purpose of this unit is for the students to gain an understanding of the Summer Olympics through the skills of multiple subjects. Students will apply their newly acquired knowledge to gain a deeper understanding of the Olympics and its historical impact.

2) Standards**English:**

RI.1: Read closely to comprehend text

- a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly.
- b. Cite the textual evidence that most strongly supports inferences drawn from the text.
- c. Provide an objective summary of the text.

(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

RL.1: Read closely to comprehend text

- a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly.
- b. Cite the textual evidence that most strongly supports inferences drawn from the text.
- c. Provide an objective summary.

Mathematics

8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept(s).

Physical Education

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Science:

Standard 3: Students understand the basic concepts and principles of physical science

Social Studies

7.2.2 Describe events and issues affecting the world today.

8.1.2 Use various primary and secondary resources to analyze, and interpret information.

3) **Performance Objectives**

English: Students will read closely to comprehend a text in order to cite textual evidence. The textual evidence will support an analysis of what the text says, as well as support inferences they draw from the text. Further, they will be able to provide a summary of the text they read. They will first read a news article and then a poem to examine their understanding of fiction versus nonfiction.

Mathematics: TLW interpret data from different Olympics and use this information to construct scatter plots. TLW describe patterns formed in the scatter plots and use this information to say if times are getting faster or slower. TLW summarize slope from a linear equation to say whether athletes are getting better or worse times throughout history.

Physical Education: TLW will apply the knowledge and skill to participate in the following olympic sport activities: long jump, triple jump, shot put, hammer throw, and 50 yard sprint. TLW exhibit etiquette by following the rules of the game and will show respect for others through teamwork.

Science: TLW explain how all objects exert gravitational force and this force is affected by the distance between the masses of the objects.

Social Studies: TLW discover and identify information surrounding an olympic country, applying research skills to develop a creative presentation of the nation and its olympic history. TLW use primary and secondary sources to analyze the historical impact of the olympics on the researched country.

4) **Learning Activities**

English: Students will first read through the article written in 2012 in the *Boston Globe*, "The Poem that Won Olympic Gold." They will divide into groups of 3-4 and discuss

with their peers what the text says explicitly and draw any inferences they can from the text. They will complete a paragraph as a group to explain their understanding. As a class we will read through *An Ode to Sport* and, using the socratic seminar, we will discuss what the text explicitly says and any inferences that can be drawn from it. I will use a “web” format where I connect a line to each student that says something. Each student must participate to show their understanding.

Mathematics: There will be a couple different activities. The first activity will include giving the students a chart of years and times for the winners in certain sports. Students will plot these points to form a scatter plot. They will then examine this information to see how much difference there is between winners throughout time. They will then be asked to describe any patterns they find. Another activity will be for the students to create a graph of this same information. They will trace along the results and say if times are getting faster or slower throughout time. For both activities, students will be given four different sports to calculate scatter plots and graphs.

Physical Education: I will have previously placed students into competitive groups representing a specific country. Students will have chosen a country and researched its colors and olympic medal history count. Each team (country) will pick one person responsible for the task sheet and marking the distances and places.

The first place team receives 4 points for their country, second place receives 2 points, and third place receives 1 point.

Each team has 5 minutes at each station. If a team is finished before the given 5 minutes then they are encouraged to cheer for their fellow “countrymen”. Each student has 2 chances at each skill/activity and the poly spots are used to mark the distances. I will use music as the signal for changing stations. At the end of the competition, the students will tally the points and then I will calculate the points for each country and determine who are the gold, silver and bronze winners.

Science: I would first have them assemble a marshmallow shooter, by cutting the bottom out of a paper cup and covering it with a balloon. Then i would have them try to hit a target across the room with a marshmallow. After we attempted to hit the target, we would discuss how the marshmallow would have exerted force on the target similar to how an arrow would exert force onto its target. Finally I would have them answer the following question: How many Newtons of force would an Olympic arrow have if it had a mass of 0.00183kg and an acceleration of 251.5m/s²? $F_{net} = m \cdot a = 0.460N$

Social Studies: Students will research one country from a list of countries participating in the Summer Olympics. If a student has a particular heritage he/she can certainly present on that country. The students will develop a creative presentation detailing their findings from research. The creative presentation can take a variety of forms, which will be the student’s choice. Students should focus on the country’s historical involvement with the Olympics (i.e. when it joined, has it hosted the games, etc.), what the national sports or competitions are, what the country excels at during the games, and the country’s overall

olympic success. Furthermore, students will research the flags, emblems, national anthems, and other important cultural aspects of their chosen country, emphasizing the unique cultural diversity of each country. Geography, political structures, economic situation, and other historical data can be presented as well. Finally, the student will end the presentation by commenting on how participating in the olympics has affected the researched country, financially, socially, or politically.

The class time will be used by going to the library or computer lab (if the classroom does not have technology); this way the students will have time and resources to begin researching. Students must have at least one primary source and at least two secondary sources, which they will use to interpret and support their position. If the class needs a second day for research that can be allotted, otherwise the creation of the project will be the homework for that week. Presentations will happen at the end of the week.

5) Instructional Resources

English:

Katz, Amanda. "The Poem that Won Olympic Gold." *Boston Globe*, Boston, 4 Aug. 2012.

Published: Boston Globe. Web. Retrieved from:

<https://www.bostonglobe.com/ideas/2012/08/04/poem/3rxNFbSZl7q9MI18W3eszK/story.html>

Hohrod, George and M. Eschbach. "An Ode to Sport." *Olympic Information Center Library*, Art and Sport, 1912. Retrieved from:

<http://library.la84.org/OlympicInformationCenter/OlympicReview/2000/OREXXVI32/OREXXVI32x.pdf>

Mathematics: SMART Board with PowerPoint, graphing calculators, graph paper, ruler or some sort of straight edge, charts with different winners and their times from 1908-2008 in four different sports

Physical Education: One long jump mat with distances marked or a starting line and measuring tape, tape for all the starting lines, approximately 30 cones, 20 poly spots or something similar for marking distances, pencils and task sheets.

Science: paper cups, balloons, scissors, paper target, tape, marshmallows

Social Studies: Technology (computers, iPads, Chromebooks, etc.) will be needed for the students to help their research.

6) Assessment

English: At the end of class, each group will turn in their paragraph they completed together to show their understanding. I will expect each student to have established a way to show their participation in the paragraph (e.g., different color highlighter for participants idea, each student write their own idea in the paragraph with their initial).

Using the web, I will be able to see who participated in the class discussion in order to give students credit for the poem and their understanding.

Mathematics: At the end of class, each student will be asked to write a brief summary of the pattern they found for each sport (whether times have become faster, slower, or no change). Students will be asked to include what the interpretation of the data exactly means in relation to graphing, etc. I will then use this information to judge how well students understand the information.

Physical Education: Following previously done research outside of class, each team (country) will be responsible for telling me their country's total number of gold, silver, and bronze medals won in the summer olympics.

Science: Before my students can leave the classroom, they will have to show me the work that they did completing the problem that I asked them to solve at the end of the lesson.

Social Studies: The presentations will be assessed based on creativity, depth of content, usage of primary and secondary sources, and general understanding of olympic history.

APPENDIX H:

Grade: 6-8	Subject: Dance Dance Revolution-Group Fitness
Materials: DDR Game & Dance Mats	Technology Needed: Computer/Gaming System
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Lecture ✓ Technology integration 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Small group activity 🍏 Pairing/collaboration ✓ Hands-on ✓ Technology integration ✓ Imitation/Repeat /Mimic
Standard(s) <ul style="list-style-type: none"> ✓ Standard 1: <i>Demonstrates competency in a variety of motor skills and movement patterns.</i> ○ Standard 2: <i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i> ✓ Standard 4: <i>Exhibits responsible personal and social behavior that respects self and others.</i> ✓ Standard 5: <i>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i> 	Differentiation Below Proficiency: <ul style="list-style-type: none"> ○ Allow students to reduce the number of players on each pad until they are able to find success. Above Proficiency: <ul style="list-style-type: none"> ○ Have two students in a group close their eyes or turn away from the screen while their peers verbalize when they need to step. Have students use their hands and probe them to clap in between each “touch” on the pad.

<p>Objective(s)</p> <ul style="list-style-type: none"> • TLW demonstrate their ability to learn and perform multiple forms of dance and step count/speed. • TLW work cooperatively in a small group to achieve upper body and lower body physical fitness benefits. • TLW coordinate “steps” with different group members. • TLW explore practice multiple techniques in order to improve and achieve a higher level of success. <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Cognitive: How technology is affecting Physical Education in both positive and negative ways. Students will also know how to work different video game stations in an affective manner. • Psychomotor: Students will use the game Dance Dance Revolution for cardiovascular activity. • Affective: Students will improve their cardiovascular system, coordination, reaction time, agility, and balance. 	<p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • Continue with the same rules but slow down the pace of the dance and as they get comfortable slowly increase the speed. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Modifications will be made for various skill levels and abilities so that no student will feel left out and inferior to others who may be more advanced in the dance level and speed.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Lesson Focus: Teach students how to incorporate technology into physical activity for fitness. • Organizing: Gather and teach students how the game works and establish the rules and consequences of not following them. • Task: After division of teams, students will disperse to positions and begin playing the game as I go around and assess students through participation, attitude, ability to follow directions/steps. • Wrap-Up: Have an encouraging attitude and give positive and negative feedback to the class as a whole about how their progress was. Cover the new vocabulary words that were given throughout today’s lesson. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>EVERYDAY RULES:</p> <ul style="list-style-type: none"> ✓ All students dress for class unless previously pre-excused for specific reason ✓ Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall. ✓ Whenever music stops, everyone freezes and waits for further instruction ✓ RESPECT: Yourself, Others, Equipment ✓ Participation: For the ENTIRE activity ✓ Win without gloating-lose without blaming ✓ Attempt new things and always try your best, and learn from you mistakes
<p>Minutes</p>	<p>Procedures</p>
<p>0</p>	<p>Set-up/Prep: I will have already set up the projectors and gaming systems/mats prior to the beginning of class so that we could transition quickly and efficiently from our opening activity into the lesson.</p>

10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - <i>Class time will begin when the students have entered the classroom and gone to the White Board to see what their partner warm-up activity is for the day. They are responsible for completing the warmup activity and recording their results to me.</i> <p>Post Warmup:</p> <ul style="list-style-type: none"> - <i>Students will be gathered in a circle seated in the middle of the gym where I will break down what we are going to be doing today.</i> • <i>Today they will be learning how to work together a group activity that will test both their fitness levels and their teamwork skills using Dance, Dance, Revolution. They will have to coordinate their movements with their partners in order to successfully play the game. There will be four people to each pad and their group will experiment with different techniques and use of body parts to figure out which strategies will be the most effective.</i>
30	<p>Explain: (concepts, procedures, vocabulary, etc.) This will immediately follow our brief intro on today's lesson and I will cover in depth the procedures and concepts of how we will carry out the lesson and when and where they will be needing to move during this time.</p> <p>Game Breakdown:</p> <ul style="list-style-type: none"> • <i>Begin with DDR on the beginner mode (this can be altered and will be decided based upon the skill level of the students).</i> • <i>Each DDR pad has four main squares that are used during the game. Square 1 is the up arrow, square 2 is the right arrow, square 3 is the left arrow and square 4 is the down arrow.</i> • <i>Students will be in groups of 2-4 to a pad. Each student will have a square they are responsible for during the game.</i> • <i>After each song the groups on the live game pads will record their score and move to the practice pads.</i> • <i>At this time eight more students will move to the live game pads.</i>
0 Linked with above time slot	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • <i>Students are encouraged to experiment and try different methods, for example: switch hands, switch feet, switch sides, switch squares, etc. in order for them to figure out on their own which technique they think as a group is the most effective.</i> • <i>I will incorporate a form of guided discovery where I will probe students to help them try an learn alternative dance techniques throughout the lesson.</i> • <i>I will move from mat to mat asking students various questions about the difference dance styles as well as, address any questions or struggles they are having and assess accordingly.</i>
10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • <i>We will review concepts of teamwork and cooperation.</i> • <i>Discuss how the students were able to benefit on both an upper and lower body fitness level.</i> • <i>Ask a variety of comprehension questions, for example:</i> <ul style="list-style-type: none"> - <i>Which body part did they prefer to use and why?</i> - <i>Was there a specific technique or approach that appeared to work the best?</i> ▪ <i>Was there good communication in their group? And if so what was the most effective?</i>

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- *I will have students that are not currently on the mats, standing in the space behind and following the beat and practicing their own steps. This way it allows for more practice and no one will be standing still.*
- *I will go from group to group and have each student show me a certain step count and then I will critique and give helpful tips for improvement.*
- *At this time, they will also have the opportunity to ask about any questions or problems they are having with timing, step count, balance, etc.*

Consideration for Back-up Plan:

- *If we were to experience technical difficulties with the gaming systems I would resort to a class "game day" and we would have a vote on what activity/game they would like to play. This would then be replaced with DDR on the day that the "game day" was supposed to take place.*

Summative Assessment (linked back to objectives)

End of lesson:

- *I will give both positive and negative feedback about the progress that I saw throughout the class.*
- *Discuss the new vocabulary words that were introduced in today's lesson and quiz them on how they relate to various aspects of the game and it's tie to fitness.*
- *As students are exiting the gym I will give them a handout with a checklist on it that they will be responsible for filling out honestly and bringing it back to our next class period.*
- *The checklist will have various yes or no questions involving various aspects of the lesson: Was it fun? Do they want to do it again? What surprised them? What can they do to improve?, etc.*

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

APPENDIX I:7 Questioning Strategies

MS-S1.H.2. Demonstrate competency in dance forms used in cultural and social occasions to compete in a class dance competition using the game Dance, Dance, Revolution.

1. Getting Interest and Attention:
 - Ex: *What is your favorite song to dance to and why?*
2. Diagnosing and Checking:
 - Ex: *What are the 2 main fitness elements that you will have to use and improve on while playing DDR?*
3. Recalling Specific Facts or Information:
 - Ex: *What is the difference between a 2-step count and a 4-step count dance, and what is an example of each?*
4. Managing:
 - Ex: *Was everyone able to come up with an example?*
5. Encouraging Higher-Level Thought Processes:
 - Ex: *Describe the reasoning behind the increase in focus and skill efficiency needed as the song tempo gets faster and faster.*
6. Structuring and Redirecting Learning:
 - Ex: *What key component can you take away from DDR that would benefit your everyday living?*
7. Allowing Expression of Affect:
 - Ex: *Did incorporating DDR into our Dance unit help you relax and feel more comfortable dancing in front of your classmates?*

APPENDIX J:

Levels of Cognitive Complexity

1.) Knowledge:

Example:) What is the most popular form of dance in today's society?

MS.S2.H4: Identifies examples of social and dance forms. (e.g., ballet, modern, hip hop, etc.).

2.) Analysis:

Example:) Give 2 similarities and 2 differences between Native American dance and tap dance.

MS.S2.H1: Applies knowledge and terminology associated with selected dance and rhythm activity.

3.) Comprehension:

Example:) Explain the relationship between coordination and timing when trying to follow a dance beat.

MS.S2.H2: Applies movement concepts and principles to analyze and improve performance of self and/or others in dance, rhythm, and fitness activities.

4.) Synthesis:

Example:) What would a dance look like if you combined elements of ballet and hip-hop? (Everyone demonstrates a move).

MS.S5.H3: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

5.) Application:

Example:) Can you apply what you have learned dancing on your own thus far and now perform a partner dance?

MS.S4.H3: Use communication skills and strategies that remote team or group dynamics.

MS.S4.H4: Solves problems and thinks critically in a dance setting, both as an individual and in groups.

6.) Evaluation:

Example: Given what you have learned in this dance unit, list and defend what you believe to be the biggest benefit dance gives to your everyday life.

MS.S5.H1: Recognizes the value of physical activity for health, and analyzes the benefits of a self-selected physical activity.

APPENDIX K:

<p>Grade: 9th</p>	<p>Subject: Tennis</p>
<p>Materials: Tennis balls, racquets, courts</p>	<p>Technology Needed:</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> 🍏 <u>Direct instruction</u> 🍏 <u>Guided practice</u> 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/ cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> 🍏 <u>Small group activity</u> 🍏 <u>Independent activity</u> 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) <ul style="list-style-type: none"> 🍏 <u>Hands-on</u> 🍏 Technology integration 🍏 Imitation/Repeat/Mi mic <p>Explain:</p>
<p>Standard(s)</p> <ul style="list-style-type: none"> • <u>Standard 1:</u> Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> • <u>S1.H3:</u> Demonstrate competency in one or more specialized skills in fitness activities. • <u>Standard 2:</u> Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <ul style="list-style-type: none"> • <u>S2.H2:</u> Applies movement concepts and principles to analyze and improve performance of self in a self-selected skill in fitness activities. • <u>Standard 4:</u> Exhibits responsible personal and social behavior that respects self and others. <ul style="list-style-type: none"> • <u>S4.H2:</u> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>I will allow these students the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging.</i>
<p>Objective(s)</p> <ul style="list-style-type: none"> • <i>TLW understand and perform the skills associated with the game of Tennis.</i> • <i>TLW demonstrate proper technique when hitting a variety of shots: drop shot, overhead, serve, volley, etc.</i> • <i>TLW will identify and understand the different lines on the tennis court and their meanings.</i> • <i>TLW understand the importance of teamwork and using their teammate to strategize in order to score.</i> • <i>TLW will recall information from previous lesson throughout the tennis unit.</i> 	<p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • <i>I will modify any worksheets, quizzes or assessments that I give to meet the abilities of each student. Depending on each particular individual and their particular need, I will create a specific plan for that student so they are able</i>

<p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Evaluation • Application • Understanding • Knowledge 	<p><i>to still gain the skills and fundamentals associated with the game of tennis.</i></p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • For ease and organization the class will be subdivided into smaller groups. Once game play has begun (day 2), the students will know where they are supposed to go and will know the order of events at the beginning of each class. • Each day of the unit will begin the same: Warm-up/Stretch/Review Attendance and departure to courts. Skills review and practice before game-start. • I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day. • Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ All students dress for class unless previously pre-excused for specific reason 🍏 Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall. 🍏 Whenever music stops, everyone freezes and waits for further instruction ✓ RESPECT: Yourself, Others, Equipment ✓ Participation: For the ENTIRE activity ✓ Win without gloating-lose without blaming ✓ Attempt new things and always try your best, and learn from you mistakes
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep: Prior to class beginning, I will have gathered all the racquets and tennis balls needed from the equipment room and placed them by the door of the gym so they will be ready to go for the students to grab on their way out the door.</p>
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - We will begin each lesson with a fun fact about he sport, followed by warm-up and stretching. I will then take attendance and transition into a brief description and demonstration of the game.

30	<p>Explain: (concepts, procedures, vocabulary, etc.) -</p> <p><i>Direct Instruction: I will be demonstrating each specific skill and rules of the game and how it is played. Students will then activate prior knowledge from the previous lesson on how to properly swing a tennis racquet and also their knowledge of the rules and incorporate it into the game. I chose a game that gets the entire class involved and moving and allows me to watch and instruct the students on the proper mechanics for the game.</i></p> <p style="text-align: center;"><u>Vocabulary:</u></p> <p style="text-align: center;"><i>Serve, Racquet, Volley, Overhead, Forehand, Backhand, Lob, Baseline, Sideline, Service line, Center line, Alleyway, Let, Fault, Drop shot, Double Fault</i></p> <ul style="list-style-type: none"> • <i>After opening instruction and demonstrations, The class will move outside to the tennis court. I will briefly walk through the game (3 point tennis) again and address any questions students may have.</i> • <i>Transition to begin the game</i> • <i>We will begin by having the students divide up into 2 lines and have 2 other students move to the opposite side of the court to set up the layout for the game.</i> • <i>I will then present the class with a wide variety of different shots that we have covered so far such as the basic forehand, backhand, and then move on to a volley, and finish with an overhead.</i> • <i>Students have to think quickly on their feet and adapt to whichever shot I throw at them. This allows them to stay focused and interested on the lesson because no shot will ever be the same.</i>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • <i>The individual skill concepts had been taught and learned already in previous class periods. My students will have already spent a day on each particular skill/shot that they will be displaying for me today.</i> • <i>I will have worked 1 on 1 with each student and helped them fine tune the proper fundamentals when swing the tennis racquet.</i> <p><u>Real Life Application/Independent Practice:</u></p> <ul style="list-style-type: none"> • <i>After this lesson/unit, the students will be able to practice the variety of shots learned.</i>

- *I will show the students how they can practice the fundamentals on their own time and give them helpful ideas or suggestions for where or how they can do this (locations, solo games, target ideas, etc.).*

10 **Review (wrap up and transition to next activity):**

Closure:

- *We will gather up all the racquets and balls and meet in the middle court to have a quick review before doing a number count and heading back inside to the gym.*
- *I will remind the students about the quiz they will be taking at the beginning of the next class period that will cover the rules, concepts, and vocabulary of tennis and see if there are any questions or concerns.*
- *Final Countdown and then as a group, we will head back inside to the gym.*

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- *Students will be given a short quiz answering questions relating to tennis and its rules. Students will also be given a blank tennis court and will have to be able to identify what each line is on the court.*
- *Students will be required to complete a reading and writing assignment that will allow them to demonstrate their understanding of tennis. They will have to write a short story in relation to the game of tennis that has each of the vocabulary words that were introduced. (they will be given a sheet with all the words)*

Consideration for Back-up Plan:

- *If after observation I realize that we are not ready to move on, we will hold off moving on and cover again what we had introduced and practiced the day before.*

Summative Assessment (linked back to objectives)

End of lesson:

• **Performance Based:**

- *While playing 3 point tennis, the students will demonstrate the proper techniques that were learned throughout the unit.*
- *Each student will hit serves, backhands, forehands, overheads, and also volleys.*
- *Using a rubric that I have created, I will then assess and score them accordingly.*

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

• **Today I....**

- *Did I state my objectives clearly?*
- *Did I actively engage students?*
- *Did I provide time for interaction?*
- *Did I give constructive and beneficial feedback?*
- *Did I keep the lesson structured and aligned?*

APPENDIX L:

<p>Grade: 9th</p>	<p>Subject: Tennis</p>
<p>Materials: Tennis balls, racquets, courts</p>	<p>Technology Needed:</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ✓ Direct instruction ✓ <u>Guided practice</u> ○ Socratic Seminar ✓ Learning Centers ○ Lecture ○ Technology integration ✓ Other (list) <ul style="list-style-type: none"> ✓ <u>Peer teaching/collaboration/cooperative learning</u> ✓ Visuals/Graphic organizers ✓ PBL ○ <u>Discussion/Debate</u> ✓ Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ✓ <u>Small group activity</u> ○ <u>Independent activity</u> ✓ <u>Pairing/collaboration</u> ○ Simulations/Scenarios ○ Other (list) <ul style="list-style-type: none"> • <u>Hands-on</u> • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standard(s)</p> <ul style="list-style-type: none"> • Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> ○ S1.H3: Demonstrate competency in one or more specialized skills in fitness activities. • Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <ul style="list-style-type: none"> • S2.H2: Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities. • Standard 4: Exhibits responsible personal and social behavior that respects self and others. <ul style="list-style-type: none"> • S4.H2: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> • <i>While having to answer the questions after selecting a shot, I will allow a student to "phone a friend" if they are in need of help answering the question.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging.</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> ○ <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> ○ <i>Any worksheets, quizzes or assessments that are give will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be</i>
<p>Objective(s)</p> <ul style="list-style-type: none"> ✓ <i>TLW understand and perform the skills associated with the game of Tennis.</i> ✓ <i>TLW demonstrate proper technique when hitting a variety of shots: drop shot, overhead, serve, volley, etc.</i> ✓ <i>TLW will identify and understand the different lines on the tennis court and their meanings.</i> ✓ <i>TLW understand the importance of teamwork and what it means to provide constructive criticism and tips for possible improvement.</i> ✓ <i>TLW will recall information from previous lesson throughout the tennis unit.</i> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> - Evaluation - Application • Understanding • Knowledge 	

	<p><i>created for that student so they are able to still gain the skills and fundamentals associated with the game of tennis.</i></p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>For ease and organization the class will be subdivided into smaller groups. Once game play has begun (day 2), the students will know where they are supposed to go and will know the order of events at the beginning of each class.</i> • <i>Each day of the unit will begin the same:</i> <ul style="list-style-type: none"> o <i>Warm-up/Stretch/Review</i> o <i>Attendance and departure to courts.</i> o <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> • <i>All students dress for class unless previously pre-excused for specific reason</i> • <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> • <i>Whenever music stops, everyone freezes and waits for further instruction</i> • <i>RESPECT: Yourself, Others, Equipment</i> • <i>Participation: For the ENTIRE activity</i> - <i>Win without gloating-lose without blaming</i> - <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	<p>Set-up/Prep: <i>Prior to class beginning, I will have gathered all the racquets and tennis balls needed from the equipment room and placed them by the door of the gym so they will be ready to go for the students to grab on their way out the door.</i></p>
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>🍏 <i>We will begin each lesson with a fun fact about he sport, followed by warm-up and stretching. I will then take attendance and transition into a brief description and demonstration of the 2 activities we will be doing today.</i></p>

<p>15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) -</p> <p style="text-align: center;">Unit Vocabulary:</p> <p style="text-align: center;"><i>Serve, Racquet, Volley, Overhead, Forehand, Backhand, Lob, Baseline, Sideline, Service line, Center line, Alleyway, Let, Fault, Drop shot, Double Fault</i></p> <ul style="list-style-type: none"> • <i>After opening instruction and demonstrations, The class will move outside to the tennis court. I will briefly walk through the game (3 point tennis) again and address any questions students may have.</i> • <i>Transition to begin the game</i> • <i>We will begin by having the students divide up into 2 lines and have 2 other students move to the opposite side of the court to set up the layout for the game.</i> • <i>With a wide variety of different shots that we have covered so far such as the basic forehand, backhand, volley, and overhand, each student in line, when it is their turn to hit, will call out one of these shots that they want and I will then distribute this shot to them. Prior to me hitting the shot, after the student makes their selection they will name the shot and will follow with an example of when it would be best to use it in a tennis match situation.</i> • <i>Students have to think quickly on their feet and will have to use a combination of skills such as; critical thinking, analysis, and connection of concepts and relationships. This allows them to stay focused and interested on the lesson because they won't just be guessing a shot because they will have to prove they remember everything we have covered during the unit.</i> • <i>Also, is a great way to provide peer to peer collaboration and personal experiences because everyone is going to have a different example or reasoning behind their selection. It may bring a new light or helpful hint to the other students in regards to that particular skill, shot, and game situation.</i>
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • <i>The individual skill concepts had been taught and learned already in previous class periods. My students will have already spent a day on each particular assessed skill/shot that they will be displaying for their peers as well as myself today.</i> • <i>The last 15 minutes will consist of peer to peer assessment through an activity known as <u>"The Bird's Nest"</u>.</i> <p><u>PEER EVALUATION ACTIVITY:</u>(indirect instruction)</p> <p style="text-align: center;"><u>Description of Idea</u></p> <ul style="list-style-type: none"> • <i>Peers will score each other by marking down the point totals for each shot. In addition, another partner will assess the student hitting by filling out the given checklist for each shot (Forehand Checklist is included as an example). During the closure, each group member will have the chance to look at total number of points scored and the checklist for each tennis skill. Groups will discuss how each person can improve their skills for the next time they practice tennis skills in class.</i>

	<p style="text-align: center;"><u>Scoring Rubric:</u></p> <p>Bronze (Bird's Nest): Student scores 1-3 points after 5 shots Bronze (Skill Checklists): Student receives 0-1 checkmarks for a given skill</p> <p>Silver (Bird's Nest): Student scores 4-9 points after 5 shots Silver (Skill Checklists): Student receives 2-3 checkmarks for a given skill</p> <p>Gold (Bird's Nest): Student scores 10 or more points after 5 shots Gold (Skill Checklists): Student receives 4 checkmarks for a given skill</p>
<p>10</p>	<p>Review (wrap up and transition to next activity):</p> <p><u>Closure:</u></p> <ul style="list-style-type: none"> • After the individual group discussions, we will gather up all the racquets and balls and meet in the middle court to have a quick wrap-up of how today went and how they felt about evaluating one another. • I will remind the students about the quiz they will be taking at the beginning of the next class period that will cover the rules, concepts, and vocabulary of tennis and see if there are any questions or concerns. • Quick buddy check (headcount) and then our routine “clap-down” before heading back inside to the gym. <div style="display: flex; justify-content: space-between;"> <div data-bbox="214 840 844 1575" style="width: 48%;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Next meeting, students will be given a short quiz answering questions relating to tennis and its rules. Students will also be given a blank tennis court and will have to be able to identify what each line is on the court. • Students will be required to complete a reading and writing assignment at the end of the tennis unit that will allow them to demonstrate their understanding of tennis. They will have to write a short story in relation to the game of tennis that has each of the vocabulary words that were introduced. (they will be given a sheet with all the words) <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • In case of bad weather, we will make do and set up the pickle ball nets in the gym and play a make-shift version of what we were going to do outside on actual tennis courts. </div> <div data-bbox="844 840 1385 1575" style="width: 48%; border: 1px solid black; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • <u>Performance Based:</u> <ul style="list-style-type: none"> • While playing 3 point tennis, the students will demonstrate the proper techniques that were learned throughout the unit. • Each student will hit serves, backhands, forehands, overheads, and also volleys. • Using a rubric that I have created, students will then assess one another, score accordingly. • This is followed by a group discussion on what the assessments showed and how improvements can be made for next time tennis is played. <p>If applicable- overall unit, chapter, concept, etc.:</p> </div> </div>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> • <u>Today I...</u> <ul style="list-style-type: none"> - Did I state my objectives clearly? - Did I actively engage students? - Did I provide time for interaction? - Did I give constructive and beneficial feedback? - Did I keep the lesson structured and aligned? 	

APPENDIX M:

<p>Grade: 9th</p>	<p>Subject: Tennis</p>
<p>Materials: Tennis balls, racquets, courts</p>	<p>Technology Needed:</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> 🍏 <u>Direct instruction</u> ✓ <u>Peer teaching/collaboration/cooperative learning</u> 🍏 <u>Guided practice</u> 🍏 Socratic Seminar ✓ Learning Centers ✓ Visuals/Graphic organizers 🍏 Lecture ✓ PBL 🍏 Technology integration ○ Discussion/Debate ✓ Other (list) ✓ Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ✓ <u>Small group activity</u> ○ <u>Independent activity</u> ✓ <u>Pairing/collaboration</u> • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • <u>Hands-on</u> • Technology integration • Imitation/Repeat/Mimic
<p>Standard(s)</p> <ul style="list-style-type: none"> • Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> ○ <u>S1.H3: Demonstrate competency in one or more specialized skills in fitness activities.</u> • Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <ul style="list-style-type: none"> • <u>S2.H2: Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities.</u> • Standard 4: Exhibits responsible personal and social behavior that respects self and others. <ul style="list-style-type: none"> • <u>S4.H2: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</u> 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> • <i>While having to answer the questions after selecting a shot, I will allow a student to "phone a friend" if they are in need of help answering the question.</i>
<p>Objective(s)</p> <ul style="list-style-type: none"> ✓ TLW understand and perform the skills associated with the game of Tennis. ✓ TLW demonstrate proper technique when hitting a variety of shots: forehand, backhand, serve, volley, etc. ✓ TLW will identify and understand the different lines on the tennis court. ✓ TLW understand the importance of teamwork and what it means to provide constructive criticism and tips for possible improvement. ✓ TLW will recall information from previous lesson throughout the tennis unit. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> - Evaluation - Application • Understanding • Knowledge 	<p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging.</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> ○ <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> ○ <i>Any worksheets, quizzes or assessments that are given will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be created for that student so they are able</i>

	<p><i>to still gain the skills and fundamentals associated with the game of tennis.</i></p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>For ease and organization the class will be subdivided into smaller groups. Once game play has begun (day 2), the students will know where they are supposed to go and will know the order of events at the beginning of each class.</i> • <i>Each day of the unit will begin the same:</i> <ul style="list-style-type: none"> o <i>Warm-up/Stretch/Review</i> o <i>Attendance and departure to courts.</i> o <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> • <i>All students dress for class unless previously pre-excused for specific reason</i> • <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> • <i>Whenever music stops, everyone freezes and waits for further instruction</i> • <i>RESPECT: Yourself, Others, Equipment</i> • <i>Participation: For the ENTIRE activity</i> - <i>Win without gloating-lose without blaming</i> - <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	<p>Set-up/Prep: <i>Prior to class beginning, I will have gathered all the racquets and tennis balls needed from the equipment room and placed them by the door of the gym so they will be ready to go for the students to grab on their way out the door.</i></p>
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>🍏 <i>We will begin each lesson with a fun fact about he sport, followed by warm-up and stretching. I will then take attendance and transition into a brief description and demonstration of the 2 activities we will be doing today.</i></p>

15	<p>Explain: (concepts, procedures, vocabulary, etc.) -</p> <p style="text-align: center;"><i>Unit Vocabulary:</i></p> <p style="text-align: center;"><i>Serve, Racquet, Volley, Overhead, Forehand, Backhand, Lob, Baseline, Sideline, Service line, Center line, Alleyway, Let, Fault, Drop shot, Double Fault</i></p> <ul style="list-style-type: none"> • <i>After opening instruction and demonstrations, the class will move outside to the tennis court. I will briefly walk through the assessment process again and address any questions students may have.</i> • <i>Transition to begin the lesson.</i> • <i>I will call out the first five students who will be up for shot assessment.</i> • <i>The rest of students will break up to the different courts and begin the following skill practice game.</i> • <i>This is what all of the students will be doing when they are not with me being assessed on the four different shots.</i>
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • <i>The individual skill concepts had been taught and learned already in previous class periods. My students will have already spent a day on each particular assessed skill/shot that they will be displaying for their peers as well as myself today.</i> • <i>The majority of the class will consist of individual shot assessment and a skill activity will be played by the rest of the students to make sure they stay on task and are having the opportunity to practice.</i> <p style="text-align: center;"><u>Description of Side Activity</u></p> <p>Activity:</p> <ul style="list-style-type: none"> - <i>Discuss using one or two grips for volleying.</i> - <i>Demonstrate the skill cues for the volley.</i> - <i>One partner at service line throws ball to partner at net, he or she volleys it back.</i> <p style="text-align: center;"><i>Initial thrower catches and they reverse positions after 20 volleys.</i></p> <ul style="list-style-type: none"> - <i>Continuous volleying back and forth. Count number of consecutive volleys.</i>

	<p>- If time: Service box game for touch. Play out game using only service box and underhand serves. Keep normal score and volleys may not be used.</p>
<p>10</p>	<p>Review (wrap up and transition to next activity):</p> <p>Closure:</p> <ul style="list-style-type: none"> • After the individual assessments are finished, we will gather up all the racquets and balls and meet in the middle court to have a quick wrap-up of how today went and how they felt about evaluating one another. • I will remind the students about the quiz they will be taking at the beginning of the next class period that will cover the rules, concepts, and vocabulary of tennis and see if there are any questions or concerns. • Quick buddy check (headcount) and then our routine “clap-down” before heading back inside to the gym. <div style="display: flex; justify-content: space-between;"> <div data-bbox="212 800 915 1451" style="width: 45%;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Students will be reminded about the requirement to complete a reading and writing assignment at the end of the tennis unit that will allow them to demonstrate their understanding of tennis. They will have to write a short story in relation to the game of tennis that has each of the vocabulary words that were introduced. (they will be given a sheet with all the words) • Students will be completing a short quiz on paper that will cover the various rules, concepts, and vocabulary that we covered throughout the tennis unit. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • In case of bad weather, we will make do and set up the pickle ball nets in the gym and play a make-shift version of what we were going to do outside on actual tennis courts. </div> <div data-bbox="915 800 1463 1451" style="width: 45%; border: 1px solid black; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Performance Based: • Each student will hit serves, backhands, forehands, overheads, and also volleys. • Using a rubric and skill breakdown sheet that I have created, students will be instructed on a shot to hit. • Following the skill breakdown sheet, I will score accordingly and total their final score. • Points are based off of skill criteria met and not on overall outcome of shot. <p>If applicable- overall unit, chapter, concept, etc.:</p> </div> </div>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> • Today I... <ul style="list-style-type: none"> - Did I state my objectives clearly? - Did I actively engage students? - Did I provide time for interaction? - Did I give constructive and beneficial feedback? - Did I keep the lesson structured and aligned? 	

APPENDIX N:**Performance Assessment Criteria**
Tennis Unit

- Student will be given skill tests based on the skills that they were taught throughout the tennis unit.
- Students will not be told beforehand which skill will be evaluated or in what order it will be given.
- Each skill is broken down into the performance components that I have listed on the skill breakdown handout (see attached).
- These components are measured so that a total of ten points will be possible.
- Major elements count as two points while more minor ones are worth one point.
- The student will be given two chances at each specific skill.
- Important to remind students that each skill element is based on form and thus, the overall outcome does not affect their grade.

Skill Breakdown

Forehand:

- Prepare racket early.
- Position body parallel to the path of the ball.
- Position body at proper distance from incoming ball during contact.
- Knees slightly flexed.
- Step with opposite foot.
- Maintain eye contact until striking the ball.
- Contact the ball forward of the body.
- Follow through.

Backhand:

- Prepare racket early.
- Position body parallel to the path of the ball.
- Position body at proper distance from incoming ball during contact.
- Knees slightly flexed.
- Step with opposite foot.
- Maintain eye contact.
- Contact the ball in front of the body.
- Follow through across body for 2 handed and in front for 1 handed backhand.

Volley:

- Crouch to accommodate height of incoming ball.
- Punch the ball (don't swing).
- Racket head is above wrist.
- Step into the ball.
- Keep eyes on ball until contact.
- Attempt to create a low trajectory.

Serve:

- Stagger feet at line.
- Bend knees slightly.
- Start with racket in ready position.
- Ball toss is as high or higher than person plus racket.
- Ball is tossed off serving shoulder.
- Ball is struck with all joints fully extended.
- Wrist follows through.
- Feet are stationary during serve.

SKILL ASSESSMENT

Forehand Shot

Name _____ Date _____

Directions: Each performance element is worth one point unless noted otherwise. The maximum points possible are 10.

<u>Performance Components</u>	<u>Points</u>
Prepare racket early (2 pts)	_____
Position body parallel to incoming path of the ball	_____
Position body at correct distance from incoming ball	_____
Knees are slightly flexed	_____
Step with the opposite foot	_____
Keep eye contact until striking the ball (2 pts)	_____
Contact ball forward to body	_____
Complete Follow through	_____
Total Points	_____

SKILL ASSESSMENT

Backhand Shot

Name _____ Date _____

Directions: Each performance element is worth one point unless noted otherwise. The maximum points possible are 10.

<u>Performance Elements</u>	<u>Points</u>
Prepare racket early (2pts)	_____
Position body perpendicular to path of ball (2pts)	_____
Position body in a proper horizontal distance from incoming ball	_____
Knees are slightly flexed	_____
Step with the opposite foot	_____
Maintain eye contact	_____
Contact in front of body	_____
Follow through to correct location	_____
Total Points	_____

SKILL ASSESSMENT

Serve Shot

Name _____ Date _____

Directions: Each performance element is worth one point unless noted otherwise. The maximum points possible are 10.

Performance Elements

Points

Stagger feet at line _____

Knees are slightly bent _____

Start with racket in ready position (up and away from court) _____

Ball toss is as high or even higher than extended racket (2 pts) _____

Ball is tossed off of serving shoulder _____

Ball is hit and all joints are fully extended (2 pts) _____

Wrist follows through _____

Feet remain stationary during the serve _____

Total Points _____

SKILL ASSESSMENTVolley Shot

Name _____ Date _____

Directions: Each performance element is worth one point unless noted otherwise. The maximum points possible are 10.

Performance Elements**Points**

Crouch to accommodate height of incoming shot (2pts) _____

Racket head is above the wrist _____

Step into the ball (2pts) _____

Keep eyes focused on ball until contact _____

Punch at the ball (3pts) _____

Try and create a low flight path on shot _____

Total Points _____

APPENDIX O:**P.E. Tennis Unit Test**

Name: _____ Date: _____ Period: _____

True/False: (1pt.)

- 1.) _____ If the ball touches the line it is considered in play.
- 2.) _____ "Love" means the score is zero to zero.
- 3.) _____ The forehand shot is a shot from the non-dominant side.
- 4.) _____ A deuce score means the score is 30-30.
- 5.) _____ A smash shot is used to lob the ball over the opponent into his/her back court.

Matching: (2pts.)

Directions: Column A describes a variety of tennis match terminology. Indicate which definition in Column B matches by placing the correct letter to the left of the number in Column A. Each letter may only be used once.

I.

Column A

Column B

- | | |
|------------------------|--|
| _____ 1. Unforced Air | A. Winning the game when your opponent is serving. |
| _____ 2. Winner | B. 2 unsuccessful attempts in a row while serving. |
| _____ 3. Service Break | C. A mistake or error made during normal circumstances. |
| _____ 4. Ace | D. Shot that lands in the court and opponent fails to return. |
| _____ 5. Let | E. Serve that strikes the net but still enters the service box.
Player gets to serve again without penalty. |
| | F. Successful serve when your opponent does not touch
with his or her racket. |

G. Shot that hits the line on the opposing side and is not returnable.

Multiple Choice (1pt.)

1.) Correct Scorekeeping would be:

- a) 45, 35, 20, 10
- b) 15, 30, 40, love
- c) love, 15, 30, 40
- d) 15, 30, 45, love

2.) What are some ways you can play tennis?

- a) Mixed gender
- b) Doubles
- c) Singles
- d) All of the above

3.) Playing tennis helps to improve:

- a) Foot quickness
- b) Eye hand coordination
- c) Endurance
- d) All of the above

4.) If I am serving, & I win the first 3 points, the game score is now:

- a) Love, 40
- b) 20, love
- c) 30, love
- d) deuce

5.) What term refers to a point that must be replayed?

- a) Net ball
- b) Fault
- c) Deuce
- d) let

Complete with the best possible solution. (2pts.)

- 1) A score of zero is referred to as:

- 2) The sequence of scoring in a game is 15, 30, _____, game

- 3) If the score is deuce and both players get one point each, what is the score?

Essay:

1) Give 2 examples of what would be considered both good and bad tennis etiquette. Provide reasoning for each answer. (4 pts)

2.) List three of the critical elements for two of the four skills taught: forehand, backhand, serve, and volley. (5 pts)

Skill 1:

Skill 2: