

Grade: 7 th Grade	Subject: Physical Education
Materials: Soccer Ball, Scoreboard	Technology Needed: Scoreboard
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>
Standard(s) <p>S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</p> <p>S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</p> <p>S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely.</p> <p>S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.</p> <p>What skills are being used in an ultimate football game? Diagnosing and checking, Application</p> <p>Can you assess the different physical skills that go into ultimate football? Evaluation</p>	Differentiation <p>Below Proficiency: Students struggle with throwing and catching and are lost or out of place during the game. Those who cannot throw or catch proficiently can practice with a partner or the teacher after the game has begun if they want, or they can participate in the game and there can be modifications for these students. If there is room, there can be two games, for those who understand and those who are still working on technique. Students do not work hard enough in class and their Heart Rate has not gone up that much.</p> <p>Above Proficiency: Students can throw and catch well and are able to do the activities at a high intensity. Students use their heart rate to see how active they are and are maybe competing with classmates to see who is being more active.</p>
Objective(s) <p>TLW, be able to demonstrate how to throw a ball with a mature pattern for distance or power appropriate to the activity by the end of the 7th grade unit.</p> <p>TLW be able to demonstrate what they have learned in the game of ultimate football.</p> <p>How does playing ultimate football improve skills we have learned previously? Encouraging higher-level thought processes.</p> <p>Bloom's Taxonomy Cognitive Level: Application – apply knowledge to the situation Understand – The students understand the game and how to play it</p>	<p>Approaching/Emerging Proficiency: Students are able to throw and catch a ball efficiently but are not quite able to transfer that over to a game.</p> <p>Modalities/Learning Preferences: The students will hear the activity explained and then are expected to be able to do it. I may show a video of ultimate football so the students can see it played for those who are visual learners.</p>
Classroom Management- (grouping(s), movement/transitions, etc.) <p>The students will come into class and walk/run/jog laps around the gym for a warmup. When all the students have had a chance to warm up, I will bring all the students together so I can explain the game. While I am explaining I expect the students to be quiet and paying attention so that they know what is expected of them during the game. After class, they are not allowed to leave until the teacher dismisses them. They are allowed to go to the bathroom or get a drink. I will pick the teams</p>	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>I expect the students to be able to speedball and can play using their throwing and catching skills that are performed at their grade level. I expect them to listen quietly, follow directions, and to be attentive. I expect them to read the board and to know what their warm-up activity is and to do the activity. Ways to help the student stay on track is to keep them on their toes. Keep modifying the game so it is different, and they do not have to do the same game for 40 minutes. Students</p>

so there is a greater chance that the teams are even, and the game is fair or not one sided.	are expected to take care of their Fitbits. They should be respectful of others Fitbit readings and not be judgmental.
Minutes	Procedures
1 Minutes	Set-up/Prep: Make sure that the scoreboard is up and working, and that there is a ball.
2-3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) For their warmup, students will run/jog around the gym for 2 minutes to get their body warm.
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) After the warm-up, the students will come back the front of the gym and sit down to wait further instructions. I will explain what speedball is and how to play it. I will include how the activity is able to incorporate the warm-up, so the students see the correlation between the warm-up and the main activity. There will be two teams and one soccer ball. Speedball is a combination of basketball, football, and soccer. 1 point for a football pass, 2 points for a 2 point basket, 3 points for a 3 point basket and 4 points for a soccer goal.
15-20 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) For the time remaining in the class, the students will partake in a speedball game, using the throwing and catching skills they continued to improve from previous units.
2 minutes	Review (wrap up and transition to next activity): The students can go and get a water break and then sit in their assigned spots and wait for dismissal.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Being able to walk around the gym and see how everyone is doing with the activity is nice. It has the advantage of seeing how each student is doing in this particular game/activity. Anytime a student has a question, they can leave the game and come talk to me on the side. If it impacts the whole game, I can stop the game and clarify with the class.</p> <p>Consideration for Back-up Plan: If the activity does not work, or the students cannot grasp the idea, the students can play mat ball, which helps them work on their throwing and catching a little as well.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Overall, the lesson is for the students to improve their skills with catching and throwing a ball and adding them to the skills they previously had from earlier years.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	