

DeKalb County Curriculum Project
Summer 2019



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Part 1: Description of the community

Description of the community: explain each of these in terms of the impact they will have on your project (1 point per factor). Can be in paragraph form double-spaced OR discuss each topic individually in bulleted format.

1. Industrial, economic, and tax base factors

Industrial: Education, retail centers, and hospitals are the major industries in DeKalb.

Tax base factors: Funds are allocated with an approved budget and dependent upon funds being available, written authorization is required.

Economic: Average household income \$74,000, median household income \$59,000, average people per household is 3. This is below the surrounding school district of Cobb and Gwinnett.

2. Social and cultural attitudes

Demographic: Black 54.9%, White 35.8%, Hispanic 8.6%, Asian 6.6%, Bi-racial 2.2%, American Indian/Alaskan Native 0.5%, Native Hawaiian/ Pacific Islander 0.1%. DeKalb County is a minority county in comparison to Cobb which is a majority county.

Dominant Culture: African American, English is the majority first language

Community events: Peachtree Road Race, 5k for hope and health walk/run, Caribbean festival

3. Regional factors

Professional Sports teams: Basketball, Football, Soccer, Baseball, No Hockey team

Nature: Stone Mountain, Panola Mountain, Exchange Park

4. **Climate:** warm summers and mild winters, not very many extremes

5. **Community resources (Non-school)**

YMCA centers, Boys and Girls Club, parks, and sports leagues

Part 2: Curricular philosophies

Curricular philosophy (4 points mission statement and 2 points each for philosophy)

Mission Statement: Students will demonstrate excellence by building relationships, encouraging diversity and working together to compete globally and positively impact our society.

Philosophy for K-5 Program: Our elementary mission is to promote learning through physical activity, exercise and teamwork in a healthy and safe learning environment in which students have the opportunity to acquire basic movement knowledge and social skills.

Philosophy for 6-8 Program: The middle school physical education program is dedicated to providing a safe environment for all students to achieve the best of their ability physically, socially, and emotionally. Student, staff and the surrounding community will work together to assist every child to realize their potential to become product citizens. We are committed to providing an academic environment that will ensure success.

Philosophy for 9-12 Program: The primary goal of the program is to promote overall fitness in a safe and nonjudgmental environment. Students will grasp and internally embrace physical activities that they will carry with them into their adult life. Students will understand the benefits of pursuing a healthy lifestyle through the use of a personal physical activity plan. Goals will be achieved through curriculum that allows student expression and individualized instruction.

Part 3: Goals and Objectives K-12

Create a minimum of 3 goals/objectives for each grade level K-12 in reference to the standards.

Keep in account scope and sequence, progression and growth should be noticeable.

- Include a matrix of which standard(s) will be addressed at each grade level

Grade	Objectives	3 Goals	Standards Addressed
K	Students will learn spacial awareness concepts along with basic locomotor skills	<ol style="list-style-type: none">1. Students are able to demonstrate basic locomotor skills such as walking and running2. Students will demonstrate an understanding of space awareness in activities and learning.3. Students will exhibit good behavior and good listening skills.	1 & 4 National and state standards, GPS used here.
1	Students will continue learning basic locomotor skills as well as non-manipulative skills and movement concepts	<ol style="list-style-type: none">1. Students will demonstrate the ability to jump, skip, slide, hop, and gallop2. Students will demonstrate the ability to transfer weight as well as balance.3. Students will demonstrate the locomotor movements with added effort and time.	1 & 2

2	Students will have a focus and be introduced to manipulative movement concepts and will be introduced to gymnastics	<p>1. Students will develop manipulative skills such as kicking, throwing, catching.</p> <p>2. Students are able to demonstrate these skills in activities.</p> <p>3. Students are able to demonstrate the crawl and roll in gymnastics.</p>	Standards 1 & 2
3	Students will be introduced to rhythm & dance, and focus on teamwork activities while continuing in gymnastics	<p>1. Students will learn the macarena.</p> <p>2. Students will display an understanding of the value of teamwork.</p> <p>3. Students will have a basic understanding of gymnastics.</p>	Standards 1,2,4
4	Students will continue to build in gymnastics and skill themes while being introduced to Fitnessgram.	<p>1. Students will learn swinging and climbing associated with gymnastics.</p> <p>2. Students will apply skill themes of kicking and throwing (accurately) in games/activities</p> <p>3. Students will improve on Fitnessgram scores via post test.</p>	1, 3, & 4
5	Students will be introduced to games such as softball and	<p>1. Students demonstrate a basic</p>	1, 2, 3, & 5

	<p>volleyball while continuing along in Fitnessgram.</p>	<p>understanding of the rules, correct form, etc of softball and volleyball. Focus on the skill theme of striking</p> <p>2. Students continue to develop in Fitnessgram.</p> <p>3. Students acknowledge their personal strengths and weaknesses</p>	
6	<p>During this time , the students will learn the importance of personal and social behaviors within a classroom setting while learning concepts and skills in relation to movement . Our goal is to implement standards 2 and 3.</p>	<p>1. Demonstrate respect for self and peers while enhancing the motor ability .</p> <p>2. Demonstrate cooperation with peers.</p> <p>3. Demonstrate integrity during game play.</p>	Standard 4
7	<p>During this time, the students will learn the knowledge for enhanced level of physical fitness while exhibiting responsible behavior. Our goal is to focus on standards 3 and 4.</p>	<p>1. Demonstrate skills promoting increased fitness.</p> <p>2.Demonstrate respect for self and others.</p> <p>3.Demonstrate knowledge for learned concepts.</p>	Standards 3&4
8	<p>During this time, the students will apply multiple motor skills and understand the value of</p>	<p>1. Demonstrate various movement patterns and</p>	Standard 1,4, &5

	physical fitness through various activities . Our goal is to emphasize standards 1,4,5.	recognize the value of physical activity. 2. Demonstrate accurate application of required motor skills. 3.Demonstrate appropriate social skills during various activities.	
9	Student will learn the importance of progression in physical activity and how to set goals for improvement.	Demonstrates understanding of the goal staircase and breaking through plateaus. Recognize improvement and successes and learn for failures or disappointments, through the use of concepts and tactics Focuses on personal growth (physically, mentally and socially) and does not compare growth to peers.	1,2,3,4
10	The student will learn social responsibility and how their decisions and actions affect	Demonstrate understanding of empathy and	3,4

	<p>others through gameplay and teamwork</p>	<p>coexisting with others.</p> <p>Recognizes the benefits of group work and team building in the real world.</p> <p>Focuses on creating an inclusive environment for all peers.</p>	
11	<p>The students will learn the importance of overcoming adversity, obstacles and disadvantages</p>	<p>Understands that challenges will happen but being able to demonstrate resiliency.</p> <p>Recognizing the benefit of adversity and why it helps one progress</p> <p>Overcoming uncomfortable situations that may be outside their comfort zone</p>	4,5
12	<p>During this time, the student will learn the importance of physical activity in their adult life.</p>	<p>Demonstrates and recognizes the value of physical activity for health.</p> <p>Socially interacts with peers that are</p>	5

		<p>different than themselves.</p> <p>Finds enjoyment in at least one form of physical activity that they will do outside of school.</p>	
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Sequence of Standards

	Standard : Demonstrates competency in a variety of motor skills and movement patterns	Standard 2: applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Standard 4: Exhibits responsible personal and social behavior that respects self and others	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, expression, and/or social interaction.
K	X			X	
1	X	X			
2	X	X			
3	X	X			

4	X		X	X	
5	X	X	X		X
6		X	X		
7			X	X	
8	X	X			X
9	X	X	X	X	
10			X	X	
11				X	X
12					X

Part 4: Elementary Curriculum

Students are in physical education class two times a week for 50 minutes a session. 1800 total available minutes, but 1620 minutes taught after calculation.

Grade	Concept	Activity	Time	Standard
K	Space Awareness	· Duck, duck, goose, red light green light, obstacle courses, etc	972	1 & 4

	Skill themes: Locomotor, non-manipulative, manipulative	Walking Running Hop Added with pathways (straight, curved, zig zag).	648	
1	Movement Concepts	Time Effort Directions Levels	607	1,2
	Skill Themes	jumping Landing Skipping Transferring weight/balance Galloping	607	
	Space Awareness	Self-space vs general space	405	
2	Movement Concepts	Dodging Chasing Fleeing	607	1,2,4
	Skill Themes	Kicking Catching Throwing	607	
	Gymnastics	Crawling Rolling Twisting	405	
3	Dance	Macarena	607	1,2,4

		Musical chairs Freeze dance		
	Gymnastics	Balance Balance beam Tumbling	607	
	Teamwork	Relay races 3 legged race	405	
4	Gymnastics	Swinging & climbing	405	1,3,4
	Invasion games	Soccer	607	

	Fitnessgram	FITT activities	607	
5	Net/Wall games	Volleyball/ Beachball	607	1,2,3,5

	Fitnessgram	Fitnessgram Personal strengths & weaknesses	405	
	Striking/Fielding	Wiffleball	607	

If you choose to focus on the same concept/activity be sure to discuss the scope of the content.
 For example: teaching locomotor movements in both K and 1 is fine. K you might focus on the movements and 1 you may focus on using them in activities.

Part 5: Elementary Assessments

Grade	Concept	Activity	Assessment
K	Spacial Awareness	· Red light, green light	Students listen to when t. Checklist/observation for class (Standard 1 & 2)
1	Skill Theme: jumping	Jump Rope	Checklist/Observation for class (Standard 1)
2	Skill Themes: dodging, fleeing	Dodgeball	Checklist/Observation for class (Standard 1 & 4)
3	Dance	Perform the Macarena	Students will be able to perform the Macarena. (Standard 1 & 2)
4	Fitnessgram	Fitnessgram activities	Fitnessgram scores (Standard 3)

5	Fitnessgram Volleyball	Personal strengths and weaknesses Test over the rules	Acknowledging their own strengths and weaknesses Understanding of the rules of volleyball (written test) (Standards 2, 3, 5)
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Then choose 1 concept or activity for each grade level and create an assessment to measure student achievement. You may use holistic assessments for game play evaluation, checklists for skill performance, or any other assessment you feel most appropriate.

Kindergarten

Red Light Green Light Checklist

1. Majority of students understand what “green light” (go) means?
2. Majority of the students understand what “red light” (stop) means?
3. Majority of students give themselves enough space and are staying in self space?
 4. Majority of students stop and start “on time?”
 5. Students follow directions?

1st grade

Jump Rope

- * 1 - Can jump (bending their knees) over a rope lying on the ground.
- * 2 - Can correctly turn the jump rope keeping elbows close to the body.
- * 3 – Can push off and land on the balls of their feet.
- * 4 – Can slow jump over a rope lying on the ground (yield on landing).
- * 5 – Can fast jump over a rope lying on the ground (buoyant landing)

2nd grade

Dodgeball Assessment

	Outstanding-A 4 pts	Very Good-B 3 pts	Good-C 2 pts	Needs Improvement-D 1 pts	Not Evident-F 0 pts
Participation Engages in activities relative to one's age and developmental level.	Outstanding-A Actively participates in all activities during class consistently and performs at one's full capabilities.	Very Good-B Actively participates in all activities during class but does not perform to one's full capabilities.	Good-C Participates in class- but is inconsistent and does not perform to one's capabilities.	Needs Improvement-D Participates in class with very little effort and does not perform to one's capabilities.	Not Evident-F Refuses to participate in any class activities.
Effort	Outstanding-A Never gets eliminated	Very Good-B Gets eliminated 1-2 times and completes task to re-enter game.	Good-C Gets eliminated 3-4 times and completes task to re-enter game.	Needs Improvement-D Gets eliminated 5 or more times and completes task to re-enter game.	Not Evident-F Shows no effort

3rd grade

3rd Grade Macarena Assessment

1. Do students know how to execute the locomotor skill that is called out?
2. Do they know the difference between a jump and a hop or a skip and a gallop?
3. Also, through observation can the students execute the routine, perform the locomotor skill and stay with the rhythm of the song?

4th grade

Fitnessgram

Name:

Date:

Pacer pre-test:

Pacer post-test:

Curl-up pre-test:

Curl post-test:

Sit and Reach pre-test: L: R:

Sit and Reach post-test: L: R:

Push-up pre-test:

Push-up post-test:

Shoulder stretch pre-test:

Shoulder stretch post-test:

Trunk lift pre-test:

Trunk lift post-test:

Personal Fitness Strengths and Weaknesses Assessment

1. In regards to Fitnessgram, I feel that my best strengths are?
2. In regards to Fitnessgram, I feel that I need to improve in?
3. I will improve in the things listed above by doing what?
4. I want to improve in these areas because why?
5. When I improve and accomplishment my goal, it will make me feel...

Volleyball Test

1. How many hits are allowed to hit the volleyball over the net?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. How many times can you touch the ball in a row in volleyball?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

3. Communication is not key in volleyball
 - a. True
 - b. False
4. In regulation volleyball, how many players are on the court for each team?
 - a. 4
 - b. 6
 - c. 8
 - d. 10
5. Which of the following isn't a type of shot in volleyball?
 - a. Bump
 - b. Set
 - c. Spike
 - d. Pitch

Answer key: 1. C 2. A 3. B 4. A 5. D

Part 6: Secondary Curriculum:

**Middle School Time: Goes to PE 2 times per week for 45 minutes for 9 weeks minus 10% for estimated instructional time lost. 2 class visits * 45mins * 9weeks = 810 minutes
10% of 810 minutes = 729 minutes for instruction time**

Grade	Concept	Activity	Time	Standard
6	Invasion games	· Flag Tag	180 Minutes	2,3
	Net/Wall	· Badminton	180 Minutes	
	Striking/ Fielding	· Softball	180 Minutes	
	Target Lifetime Activities	· Disc Golf Aerobic Dancing	90 Minutes 100 Minutes	

7	Invasion games: Net/ Wall: Striking/ Fielding: Target: Lifetime Activities:	Basketball Knowledge and Skill Development Volleyball Kickball Bowling Endurance run/ jog	100 Minutes 180 Minutes 180 Minutes 180 Minutes 90 Minutes	3,4
8	Invasion games: Net/ Wall: Striking/ Fielding: Target: Lifetime Activities:	Flag Football Table Tennis Lacrosse Golf HIIT Training	100 Minutes 180 Minutes 180 Minutes 180 Minutes 90 Minutes	1,2,5
9	Invasion Games Net Wall Outdoor Target Fitness	Basketball Handball Hiking Golf Endurance Training	900 1395 1395 1395 1395	1,2,3,4
10	Invasion Games Net Wall Outdoor Target Fitness	Soccer Tennis Ropes/Climbing Bowling FitnessGram (Weight Training)	900 1420 1420 1420 1350	3,4
11	Invasion Games Net Wall Outdoor	Capture the Flag Pickleball Horseshoe Aquatics	1350 1420 900 1420	4,5

	Target Fitness	FitnessGram(aerobic)	1420	
12	Invasion Games Net Wall Outdoor Target Fitness	Ultimate Frisbee Racquetball Archery Cycling FitnessGram(Muscular Endurance	1420 1420 900 1420 1350	5

If you choose to focus on the same concept/activity be sure to discuss the scope of the content.

Part 7: Secondary Assessments

Grade	Concept	Activity	Assessment
6	Striking/ Fielding	Softball	Standard 4: Written test. Scenarios and decision making test.
7	Assess Knowledge Skill test/ Fitness test	Fitness Test	Written Test (Standard 2) Skills/ Fitness Test (Standard 3)
8	Checklist of required skills/ movements.	Flag Football	Checklist assessment (Standard 5) Game- Play assessment (Standard 1)

9	Invasion Games	Basketball	Gameplay Assessment w/ skills test (Standard 1 and 4)
10	Net Wall	Tennis	Written Test with Scenarios (Standard 2)
11	Outdoor	Aquatics	Participation Checklist (Standard 4)
12	Fitness	Fitness Gram	Self Report (Standard 5)

Then choose 1 concept or activity for each grade level and create an assessment to measure student achievement. You may use holistic assessments for game play evaluation, checklists for skill performance, or any other assessment you feel most appropriate.

Name:
Date:
Period:

Softball Assessment: Answer Key in Bold

1. Please list the 10 fielding positions in slow pitch softball.
pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, center fielder, right fielder, extra fielder
2. What is the distance between bases?
 a. 45 ft
 b. 50 ft
 c. 55 ft
d. 65 ft
3. The pitching rubber is 40 feet from home plate.
 a. True

b. False

4. A runner must tag up before advancing bases on a caught fly ball.

a. True

b. False

5. On a force out the defense does not have to tag the runner, they only need to tag the base.

a. True

b. False

6. A(n) is charged to a fielder who misplays a ball, thus prolonging an at bat for the batter or the life

of a base runner, or permitting a runner to advance one or more bases.

a. error

b. catch

c. assist

d. out

7. You are batting with count of 0 balls & 2 strikes. You should

a. look for a pitch to drive.

b. expand the strike zone, shorten swing and protect.

c. lay down a bunt to surprise the defense.

d. move slightly away from the plate and look for an inside pitch to pull.

8. You are a runner on third base with less than 2 outs. Your teammate hits a deep fly ball to center field. You

should

a. immediately run for home plate.

b. go about half way home and wait to see if ball is caught or missed.

c. immediately get back to base to tag up when ball is caught.

d. take 2 steps off 3rd and watch the ball.

9. You are on base with two outs. Your teammate hits a ball into the air. You should

a. wait and see if the ball is caught before advancing to the next base

b. go back to your base and tag up

c. run as soon as the ball is hit

d. stay at your base

10. List at least two differences between baseball and softball.

A baseball is smaller than a softball.

Baseball players can lead off the base before the ball is pitched.

The pitching style is different.

Baseball plays more innings

Field size, etc

Name:
Date:
Period:

Fitness Test

Instructions on grading: Based on effort and participation.

Aerobic Capacity

One-Mile Run Time:

Abdominal Strength and Endurance

Curl-Up:

Upper Body Strength and Endurance

Push-Up:

Modified Pull-Up:

Flexed-Arm Hang:

Body Composition

Body Mass Index:

Height:

Weight:

Trunk Extensor Strength and Flexibility

Trunk Lift:

Flexibility:

Back-Saver Sit and Reach:

Shoulder Reach:

Name:

Date:

Period:

Flag Football Assessment and Checklist

of Required Skills

- Shirt is tucked in.
- In appropriate athletic attire. (shirt, pants/ shorts, and shoes)
- Student properly put on two flags/ flag belts

- Students consistently and properly line up on the line of scrimmage
- Player Punts/ kick ball to move it up the field
- Actively involved
- Makes a Play by: Catching, running with football, punting football, throwing or tossing football
- Takes a flag off an opponent
- Creates fumble or Recovers Fumble
- Creates a Safety opportunity
- Exhibits Sportsmanship
- Knock a pass that's in the air
- Adheres to safety rules

Grade: _____

Basketball Skills Test and Gameplay Rubric

	Needs Improvement 1 point	Fair 2 points	Good 3 points
Dribbling	<ul style="list-style-type: none"> • Student cannot dribble the basketball with control while moving • Dribbles with palm of hand • Rigid stance, knees not bent 	<ul style="list-style-type: none"> • Student can dribble the basketball while moving • Does not have good control • Cannot dribble with head up • Sometimes dribbles with finger pads 	<ul style="list-style-type: none"> • Student can dribble the basketball with good control and proper positioning • Student dribbles with head up • Student dribbles with finger pads, knees bent • Able to pivot while dribbling

Shooting	<ul style="list-style-type: none"> • Student cannot shoot the ball successfully • Student does not follow through • Student uses two hands to shoot 	<ul style="list-style-type: none"> • Student can sometimes shoot the ball successfully • Student sometimes follows through • Student uses two hands instead of one to shoot 	<ul style="list-style-type: none"> • Student shoots the ball correctly • Student follows through • Student is usually successful in shooting
Passing	<ul style="list-style-type: none"> • Student cannot pass the ball successfully • Student does not follow through on pass • Student cannot get the pass to teammates • Student does not make sure the pass recipient is ready for the ball 	<ul style="list-style-type: none"> • Student can sometimes pass the ball successfully • Student sometimes follows through on pass • Student sometimes make sure the pass recipient 	<ul style="list-style-type: none"> • Student passes the ball correctly • Student follows through on pass • Student usually completes the pass to a teammate • Student usually makes sure their teammate is ready for the pass
Gameplay	<ul style="list-style-type: none"> • Student does not follow the rules of basketball • Student argues with other players • Student has little understanding of positioning and game play • Student often is not involved in the play 	<ul style="list-style-type: none"> • Student sometimes follows the rules of basketball • Student does not always show proper defensive or offensive skills • Student is sometimes not involved in the play 	<ul style="list-style-type: none"> • Student consistently follows the rules of basketball • Student is a team player • Student has good understanding of offensive and defensive play • Student is always involved in the game

Tennis Written Test

1. What is the correct way to keep score in a tennis match?
 - A. 10, 20, 30, 40
 - B. Love, 15, 30 40
 - C. 15, 30, 45 love
 - D. 40,30,15, love
2. The server gets two attempts to make a good serve. True or False
3. What is a volley? (short answer)
4. The player who deliver the ball to start the points is called the?
 - A. Coach
 - B. Server
 - C. Receiver
 - D. a friend

Match the correct word to the definition

- | | |
|-----------------|---|
| 5.Love | 2 people playing on each team in the game |
| 6. Foot fault | Missing both first and second serves |
| 7. Singles | When your foot is on the line during a serve |
| 8. Doubles | to be a playable serve the ball must land in the... |
| 9.Double Fault | when someone has a score of zero |
| 10. Service Box | when people are playing one on one |

Aquatics Participation Checklist

- 1. Student is dressed in proper swim attire.
- 2. Student brought all necessary accessories (towel, goggles, swim cap)
- 3. Student can blow bubbles in the water
- 4. Students can properly kick on a kick board.
- 5. Student can float on stomach
- 6. Students know the proper movement of the arms when doing the freestyle stroke.
- 7. Student can properly float on their back
- 8. Can fully submerge their head underwater
- 9. Students can properly kick while on their back
- 10. Students can get in and out of the pool without assistance.

Fitness Self Report

Part 8: Unit Plan

Choose 1 grade level and develop a unit plan for 1 concept. For example: 6th grade- Unit Plan for Dance and Rhythm. The amount of weeks you spend on this unit is dependent upon how many other units you will be doing for that grade.

9th grade Physical Education Class

Basketball Unit

Georgia State University PE Lesson Plan

Skills already developed by students:

Lesson objective (s):

	Domain	Performance	Situation	Criteria
1	Psychomotor	Dribbling a basketball	Individually. Using their fingertips, dribbling with head up. Knees bent and ball lower than waist	Maintaining control of the basketball stationary and while moving (100%)
2				
3				

State standard targeted (indicate standard(s), number(s) and write out standard(s))

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Assessment for measuring performance criteria

Observation and feedback as well as through assessment form on assessment day.

My goal for improving my teaching

Keep instructions brief, but be clear and make sure there is an understanding of what is expected. Be ready to modify if necessary.

Equipment and resources needed

Basketballs, poly spots, whistle, cones (potentially)

Alternative activities for students with special needs (those unable to participate in regular activities with modifications)

Make less challenging: Allow student to travel or double dribble (whether it is using two hands or picking up the basketball and dribbling again). Use a different size ball that allows the student to control the ball better. Make the distance traveled shorter.

Make more challenging: Practice more with non-dominant hand. Practice a variety of dribbles such as between the legs, behind the back, etc. Increase distance covered. Increase speed. Two ball stationary dribbling (even two ball moving dribbling if necessary). Increase the amount of reps for stationary dribbling. Dribble with a tennis ball.

Instructional / practice time / organization (see other side)

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts	Reflecti on
5 min	Instant Activity	Instant activity would be written on whiteboard (or posted on the wall).	Getting warmed up. Taking attendance.	
5 min	Set Induction <ul style="list-style-type: none"> -Quick review from last class -Overview of history -Introduce dribbling (use/importance, proper technique). -Introduce the first task (stationary ball handling). 	Whole class together. Balls are in ball rack.	Lesson focus Reason we are working on dribbling Lesson outcomes	

25 min	<p>Informing Task</p> <ul style="list-style-type: none"> -Stationary ball handling -Around the world (ball around feet, knees, waist) (25X) -Stationary dribbling <ul style="list-style-type: none"> -Right hand (50X) -Left hand (50X) -Cross over (50X) 	<p>Each student has a ball on their own poly spots.</p> <p>Working on ball control</p>	<p>Keep ball between feet when speaking</p> <p>Focus on control, not speed</p> <p>Keeping head up</p> <p>Hold fingers up and ask students how many fingers are being held up to</p> <p>Finger tips, not palm</p> <p>Knees bent and ball is no higher than their waist</p> <p>Feedback</p> <p>Stop signal is my whistle (balls between feet)</p>	
20 min	<p>Informing Task</p> <p>Dribbling with movement</p> <p>-play Red light, green light (Students move when I say green light and stop when I say red light. They are to dribble stationary during a “red light.”)</p> <ul style="list-style-type: none"> -Right hand -Left hand -Crossover 	<p>Each student has a ball</p> <p>Working on controlling the ball while moving</p> <p>Will go baseline to baseline (will make boundaries with cones if necessary)</p> <p>Each student has their own self space</p>	<p>Focus on control, not speed (not running)</p> <p>Not a race</p> <p>Protect the ball during a “red light”</p> <p>Finger tips</p> <p>Knees bent</p> <p>Keep ball low</p> <p>Feedback</p>	

25 mins	<p>Learning Task 3</p> <ul style="list-style-type: none"> -Stationary Ball handling <ul style="list-style-type: none"> - Between the legs (50X) - Behind the back (50X) - In and out (50X) - Quick crossovers (50X) 	<p>Each student has a ball on their own poly spots</p> <p>Working on ball control</p> <p>Working on adding a little speed to our crossover</p>	<p>Hold ball when teacher speaking</p> <p>Focus on control for new dribbles</p> <p>Try adding speed with old dribbles</p> <p>Finger tips</p> <p>Feedback</p> <p>Pin point</p>	
5 mins	<p>Closure</p> <ul style="list-style-type: none"> -Equipment cleaned up -Review for understanding -Check for understanding -Check for how they feel they did 	<p>Whole class together.</p> <p>Balls are back in rack</p>	<p>Ask, don't tell</p>	

What happened during last lesson?

Students learned how to dribble. Practice with their right hand, left hand, crossover, behind the back, between the legs, and in and out

Lesson objective (s):

	Domain	Performance	Situation	Criteria
1	Psychomotor	Dribbling a basketball around cones.	Individually	Maintaining control of ball doing various “dribbles” at cones.
2	Psychomotor	Dribbling two basketballs	Individually	Maintaining control of the two basketballs
3				

State standard targeted (indicate standard(s), number(s) and write out standard(s)

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Assessment for measuring performance criteria

Observations and feedback as well as through assessment on assessment day.

My goal for improving my teaching

Keep instructions brief, but be clear and make sure there is an understanding of what is expected. Be ready to modify if necessary.

Equipment and resources needed

Basketballs, poly spots, whistle, cones (potentially)

Instructional / practice time / organization (see other side)

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts	Reflection

5 min	Instant Activity	Instant activity would be written on whiteboard (or posted on the wall).	Getting warmed up. Taking attendance.	
5 min	Set Induction -Quick review from last class - Introduce what we are doing for the day	Whole class together. Balls are in ball rack.	Lesson focus Reason we are working on dribbling Lesson outcomes	
15 min s	Learning Task #1 -Review the previous class lesson - Stationary ball handling (right hand, left hand, crossover, behind the back, between the legs, and in and out)	Individually on their polyspots Each student has a ball	Main focus is still control Emphasis that the speed will come	
30 min s	Learning Task #2 -Have students zig zag through the cones doing the various dribbles that we have learned.	Individually	Work on adding a little speed while still maintaining control	

25 min s	Learning Task #3 2 Ball Dribbling -Dribbling two balls at a time -Dribbling at same time and alternating -Add movement if capable	Individually	Focus on ball control Feedback Head up as much as possible Finger tips, not palm Keep knees bent Ball is no higher than waist level	
5 min s	Closure -Equipment clean up -Review for understanding -Check for understanding -Check for how they feel they did	Whole class together	Ask, don't tell	



Domain	Performance	Situation	Criteria
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1	Psychomotor	Performing a right hand, left hand, and middle hand layup.	Starting from half court student will dribble forward to make layup.	15 times
2	Cognitive	Demonstrate knowledge of layup techniques	Will be able to assess knowledge through performance of task	10/15 times
3	Affective	Partner will get rebound for shooter	During Task	100% of the time

State standard targeted (indicate standard(s), number(s) and write out standard(s))

PEHS.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Assessment for measuring performance criteria

Students will perform 5 technically correct layup with both hands.

My goal for improving my teaching

My goal for improving my teaching.

Equipment and resources needed

Basketballs, Basketballs goals, and cones

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts
10mins	Instant Activity: Student will perform static stretching.	Students will arrange to perform static stretching.	NO twisting the body or making unauthorized/unsuggested movements while performing stretches.
5-10 mins	Set Induction: Explanation of the task. Explain the procedure of the task.	Students will gather in the center of the court for teacher instruction.	First, step toward the basket with your right foot. Second, jump off your left foot. Third, put right hand behind the ball, in shooting position with your right arm as you lift your right leg. Fourth, release aiming for the box on the backboard. Fifth, release the basketball.

25 mins	Lesson Task 1	<p>Student will perform right hand lay up.</p> <p>Start close, taking turns shooting with right hand only, then gradually move back.</p>	<p>- Two lines will start on the right- and left-hand side of the free throw line as the starting point for the first task.</p> <p>- Right side will perform layup first with no dribbles just implementing correct form. After sufficient practice on the right-side ball will switch to the left side for practice.</p> <p>- Line without ball will rebound and pass to the next person in line to practice lay-up.</p>
25 mins	Learning Task 2: Full Speed Layup	<p>After the completion of the first task, students will be asked to incorporate speed dribbling with an extended distance from half court to perform a proper form lay-up. students</p>	

		are participating in the activity.	
20 mins	Assessment:	Quiz link: https://create.kahoot.it/share/baseball-lay-up-quiz/cf060910-61b7-4269-b55b-96d3439323a5	Take brief quiz via smartphone with provided link.

Georgia State University PE Lesson Plan

Skills already developed by students:

Students are aware of how to conduct a proper bounce and chest pass.

Lesson objective (s):

	Domain	Performance	Situation	Criteria
1	Psychomotor	Performing a right and left hand layup.	Perform a layup with dribbling	15 times

2	Cognitive	Demonstrate knowledge of layups technique	Will be able to assess knowledge through task performance	10 out of 15 times
3	Affective	Partner will get rebound for shooter	During the task	100% of the time

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts
10 mins	Instant Activity: Student will perform static stretching with dynamic stretching to get muscles warm to avoid injury.	Students will arrange to perform static stretching.	NO twisting the body or making unauthorized/unsuggested movements while performing stretches.
5-10 mins	Set Induction: Explanation of today's task. Explain the procedure of the task.	Students will gather at the center for teacher instruction.	Have student recap yesterday's lesson. Remind students about the layup steps: first, step toward the basket with your right foot. Second, jump off your left foot. Third, put right hand behind the ball, in shooting position with your right arm as you lift

			your right leg. Fourth, release aiming for the box on the backboard. Fifth, release the basketball.
25 mins	Learning Task 1: Full Speed Layup	After the completion of the first task, students will be asked to incorporate speed dribbling with an extended distance from half court to perform a proper form lay-up. students are participating in the activity.	Instructor will make recommendations to correct movements as needed.

25 mins	Learning Task 2: Full Middle Speed Layup	Students will perform front layup or middle layup using first the right hand then the left hand.	Instructor will make recommendations to correct movements as needed.
20 mins	Learning Task 3: 3 on 3; scoring had to be the right, left or middle layups ONLY.	Using six basketball goals student will group up in 3's play against another trio scoring by performing a layup.	Teacher will monitor the play by students to ensure no rough play.

Georgia State University PE Lesson Plan

Skills already developed by students:

Students are aware of how to pass a basketball with proper technique

	Domain	Performance	Situation	Criteria
1	Psychomotor	Passing the ball with two hands	Passing to the wall with proper form	10 times
2	Cognitive	Demonstrate knowledge of passing techniques and elements	With a partner	4 out of 5 times
3	Affective	Work with others together	With the class	100% of the time

State standard targeted (indicate standard(s), number(s) and write out standard(s))

PE4.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Assessment for measuring performance criteria

Students will pass the ball to a partner and back 10 times. 8 of those 10 times must be done successfully (maintains control of the ball).

My goal for improving my teaching

My goal is to educate the student so they can correct their own mistakes.

Equipment and resources needed

Polyspots

Basketballs

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts
5-10 mins	Instant Activity: Students will jog around the gym for 3-4 minutes	When students enter the gym, tell them to jog around the basketball court	Students will take their direction from me to circle up at the center of the court when I blow my whistle.

5-10 mins	Set Induction: Gain the attention of the class and introduce today's activity. Explain what we will be doing.	Students will gather in the center court circle being sure to respect each other's personal space.	Let students share their favorite basketball player.
25 mins	Learning Task 1: Demonstrates the correct way to pass a basketball while standing. Check for understanding then allow students to work in pairs chest passing with correct footwork.	Polyspots will be set up by the baseline and free throw line. When one student is going the other student is watching and observing. Teacher monitors and critiques throughout the activity.	Knees bent Eyes forward Pushing from the chest Stepping through if throwing, stepping back when catching Arms fully extended Thumbs facing down

25 mins	Learning Task 2: In pairs, students will perform a bounce pass to their partner.	<p>Polyspots will be set up along the baseline and free throw.</p> <p>Students will stand on a polyspot facing their partner.</p> <p>While one student is passing the other is observing and preparing to catch. Actively watching as students are participating in the activity.</p>	Students who find bounce passing to difficult can move closer. And if it's too easy then can move further away
20 mins	Learning Task 3: while sliding up the court, students will perform a bounce pass to their partner.	<p>Polyspots will be set up on the baseline to baseline.</p> <p>Students will stand behind the polyspots until it's their time to go.</p>	Students who find this task too easy will be instructed to slide faster with their partner.

Georgia State University PE Lesson Plan

Skills already developed by students:

Students are aware of how to conduct a proper bounce and chest pass.

Lesson objective (s):

	Domain	Performance	Situation	Criteria
1	Psychomotor	Passing the ball with two hands	Passing to the wall with proper form	10 times
2	Cognitive	Demonstrate knowledge of passing techniques and elements	With a partner	4 out of 5 times
3	Affective	Work with others together	With the class	100% of the time

Time	Activity/Task Development/Safety Issues	Organization Management	Critical Elements/Teaching Prompts

5-10 mins	Instant Activity: Students will jog around the gym for 3-4 minutes	When students enter the gym, tell them to jog around the basketball court	Students will take their direction from me to circle up at the center of the court when I blow my whistle.
5-10 mins	Set Induction: Gain the attention of the class and introduce today's activity. Explain what we will be doing.	Students will gather in the center court circle being sure to respect each other's personal space.	Let students tell me what they learned last class.
25 mins	Learning Task 1: Demonstrates the correct way to do overhead passes. Check for understanding then allow students to work in pairs overhead and one hand passing with correct footwork.	Polyspots will be set up by the baseline and free throw line. When one student is going the other student is watching and observing. Teacher monitors and critiques throughout the activity.	Knees bent Eyes forward Stepping through if throwing, stepping back when catching Arms fully extended Thumbs facing down

25 mins	Learning Task 2: In pairs, students will perform a one hand pass to their partner.	Polyspots will be set up along the baseline and free throw. Students will stand on a polyspot facing their partner. While one student is passing the other is observing and preparing to catch. Actively watching as students are participating in the activity.	Students who find one hand passing too difficult can move closer. And if it's too easy then can move farther away
20 mins	Learning Task 3: while sliding up the court, students will perform a overhead to their partner.	Polyspots will be set up on the baseline to baseline. Students will stand behind the polyspots until it's their time to go.	Students who find this task too easy will be instructed to slide faster with their partner.

	Needs Improvement 1 point	Fair 2 points	Good 3 points
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Dribbling	<ul style="list-style-type: none"> • Student cannot dribble the basketball with control while moving • Dribbles with palm of hand • Rigid stance, knees not bent 	<ul style="list-style-type: none"> • Student can dribble the basketball while moving • Does not have good control • Cannot dribble with head up • Sometimes dribbles with finger pads 	<ul style="list-style-type: none"> • Student can dribble the basketball with good control and proper positioning • Student dribbles with head up • Student dribbles with finger pads, knees bent • Able to pivot while dribbling
Shooting	<ul style="list-style-type: none"> • Student cannot shoot the ball successfully • Student does not follow through • Student uses two hands to shoot 	<ul style="list-style-type: none"> • Student can sometimes shoot the ball successfully • Student sometimes follows through • Student uses two hands instead of one to shoot 	<ul style="list-style-type: none"> • Student shoots the ball correctly • Student follows through • Student is usually successful in shooting
Passing	<ul style="list-style-type: none"> • Student cannot pass the ball successfully • Student does not follow through on pass • Student cannot get the pass to teammates • Student does not make sure the pass recipient is ready for the ball 	<ul style="list-style-type: none"> • Student can sometimes pass the ball successfully • Student sometimes follows through on pass • Student sometimes make sure the pass recipient 	<ul style="list-style-type: none"> • Student passes the ball correctly • Student follows through on pass • Student usually completes the pass to a teammate • Student usually makes sure their teammate is ready for the pass
Gameplay	<ul style="list-style-type: none"> • Student does not follow the rules of basketball • Student argues with other players • Student has little understanding of positioning and game play 	<ul style="list-style-type: none"> • Student sometimes follows the rules of basketball • Student does not always show proper defensive or offensive skills • Student is sometimes not 	<ul style="list-style-type: none"> • Student consistently follows the rules of basketball • Student is a team player • Student has good understanding of offensive and defensive play

	<ul style="list-style-type: none">• Student often is not involved in the play	involved in the play	<ul style="list-style-type: none">• Student is always involved in the game
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Part 9: References

List and research or materials used to support your decisions i.e. standards, who develop the curriculum you used, etc.

https://www.mdjonline.com/neighbor_newspapers/dekalb/dekalb-county-school-district-launches-back-to-school-webpage/article_310878e0-8b8e-11e8-b31a-138a294469f5.html

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