

## Task 1 - Contextual Information and Learning Environment Factors

### A. General Contextual Information for Community, District, and School in Narrative Form (limited to 1 page)

#### Community:

I am located in a large city in southeast Kansas. The aircraft industry is a major employer for the community it resides in. There is a airforce base located in the city. The community has 3, 4-year colleges located in the city, and a few junior colleges located nearby. Public transport while is available is not a common source of transportation for the community.

#### District:

The school district in 2019, had an enrollment of 49,953 students. It is diverse with 35% being Hispanic, 32% being white, 20% being African-American, and 13% being of a different ethnicity. The school district has a high percentage of economic disadvantage students at 78%. It is a large district with more than 50 elementary schools in the district and 13 high schools. The school district is made up of the city's boundaries. In 2019, the district had a 2.8% drop out rate and a attendance rate of 92.9%. This year at the start of the year school required grades 6-12 to be fully remote. But, allowed optional remote based school for grads k-5.

#### School:

I am located at a small school with a population of 372 students in 2019. The school has a norm of only 2 classes per grade k-5. In addition, a few pre-school and mixed ability classes. It's a very tight knit community that supports each other. It is located on the west side of the city in a urban area. Theres been a economic shift in the school over the past decade. Houses in the area went from owned to rented. Theres also been a shift in diversity and acceptance when it comes to different factors including: tattoos, dyed hair, and divorced parents. Those characteristics used to cause a family to be outcasted but now is more of a norm. The school held 4 of their regular education classes and 1 mixed abilities classes remotely this year.

**B. Characteristics of Class** (Use the following two tables to record information for the Whole Class)

**Table 1.1 Class Contextual Information** (limited to 1 page)

Age range of students <u>  9-10  </u>	Number of male students <u>  11  </u>	Number of female students <u>  7  </u>
Total number of students <u> 18 </u>	Number of non-binary students <u> 0 </u>	
Percentage of economically disadvantaged students (i.e. students eligible for reduced lunch) <u> 68.01% </u> <b>[if reduced lunch information not available for class, provide school percentages]</b>		
Number of students according to Race/Ethnicity (from <a href="#">U.S. Census definitions</a> )	<u>      </u> American Indian/Alaskan Native	<u>      </u> Native Hawaiian/Pacific Islander
	<u>  1  </u> Asian/Asian American	<u>  9  </u> White
	<u>  3  </u> Black/African American	<u>  1  </u> Multiracial
	<u>  4  </u> Hispanic/Latinx	<u>      </u> Other (specify)
	<u>      </u> English Language Learners	
Number of students with identified special needs (sources and definitions of terms from <a href="#">IDEA sec. 300.8</a> )	<u>  1  </u> Autism <u>      </u> Deaf-blindness <u>      </u> Deafness <u>      </u> Emotional disturbance <u>      </u> Hearing impairment <u>      </u> Intellectual disability <u>  2  </u> Multiple disabilities <u>      </u> Orthopedic impairment	<u>      </u> Other health impairment <u>      </u> Pervasive Developmental Delay <u>      </u> Specific learning disability <u>      </u> Speech or language impairment <u>      </u> Traumatic brain injury <u>      </u> Visual impairment <u>      </u> 504 plan

**Must provide appropriate charts/graphs to display demographic data for district, school, and classroom in Appendix A.**

**Table 1.2 Student Characteristics for Whole Class** (limited to 1 page for the entire section) Write about student characteristics that impact teaching in the classroom. Include curricular and extra-curricular interests, academic performance, class behavior, family/community background.

Student Characteristics	General Descriptions	Implication for Teaching
<p>Curricular and extra-curricular interests Impacts on teaching in the classroom.</p> <p>A majority of students participate in sports based extra-curricular activities. For this unit this impacts teaching as it causes a wide array of capabilities in this unit</p>	<p>This class is very diverse. There are a variety of ethnicities. There are a variety of family structures. There are a variety of mental and physical abilities. The students in this class are very active. They are a very tight knit group of kids with strong individual personalities. The class is very talkative, and is occasionally hard to have control over the conversation. They want to ask questions and be moving. They will get into arguments with each other. Many come from a tight knit families, however some have also suffered great loss, which is important to be mindful of.</p>	<p>Implications for teaching include 3 students with identified special needs. These 3 students require extra instructional guidance.</p> <p>In addition the vast diversity of family background is a implication for teaching. Having only a small percentage of students coming from a traditional 2 parent household.</p> <p>With having a vary diverse home life students have a diverse introduction to sports related skills. Some students are very skilled and have spent many year in organized sports, while some have never been in an organized sport before.</p>
<p>Previously demonstrated academic performance:</p> <p>% Above standard <u>29%</u></p> <p>% Meets standard <u>60%</u></p> <p>% Below standard <u>11%</u></p>		
<p>Interpersonal interactions/behavior in class</p> <p>The class is a very tight knit group. Their bond has been tightened by individuals facing major traumas. They are not afraid to be harsh with each out and call out each others behavior. Similar to a family, they argue, but are there for each other.</p>		
<p>Family and/or community background</p> <p>The families of the students are strong. However, not conventional. Theres multiple single parents, deceased parents, and divorced parents. There are some with gaurdians that are extended family and foster parents. Only a small handful have both parents in the home. A handful of students speak a second language at home, however all students are proficient in English</p>		

**C. Sub- Group/Focus Student Information**

**Table 1.3 Subgroup/Focus Student Characteristics**

	<b>Describe this subgroup/student and a rationale for why you selected them.</b>	<b>What are the instructional implications?</b>
<b>SUBGROUP or FOCUS STUDENT</b>	<p>My focus student is based upon a student with identified special needs. I chose this students as they take additional instructional support and activity modifications during a lesson.</p>	<p>The student’s instructional implications includes them being identified as having autism. The student often has a harder time communicating with others, understanding what they need to get done, focusing on activities in addition to participating in activities. The student is unable to read and write. They have lower physical skill development.</p>

## Task 2 - Instructional Design

### A. Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)

My reason for learning objective 1 and 2 is based upon the fourth grade benchmark is to be able have control while dribbling the ball at varying speeds. I wanted to assess that they were able to go both fast and slow continuing to have the requirements of mature motor pattern. Therefore separating fast into learning goal number #1 and slow into learning goal #2. As someone teaching PE I want to continue to help the students find a love of lifetime fitness. One of the standards of PE is showing appreciation to the activity. Therefore, I assess their enjoyment on a Likert scale.

### B. Identify Learning Objectives: Focus should be on student performance – not activities. *What will students know or be able to do?*

Obj. No.	Learning Objectives	State Standard/Benchmark Met by Learning Objective
1	The student will be able to dribble the ball at a fast pace showing 3 of the 4 criterias of having mature motor pattern during game play.	Standard 1: Motor Skills: Dribble with feet: Dribble with feet demonstrating a mature motor pattern at varying speeds.
2	The student will be able to dribble the ball at a slow pace showing 4 of the 4 criterias of having mature motor pattern during game play.	Standard 1: Motor Skills: Dribble with feet: Dribble with feet demonstrating a mature motor pattern at varying speeds.
3	The student will be able to show an increase of appreciation of soccer related activities on a Likert scale or a max level of five.	Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### C. Narrative: How do the unit objectives address these standards? (limited to 1 page)

Learning objective number one addresses standard number one's dribble with feet benchmark. It is the assessing of the students ability to demonstrate dribble with their feet moving at a fast pace while still performing a mature motor pattern. Learning objective number two addresses the other half of standard one's dribble with feet benchmark. It is the assessing of the students ability to dribble with their feet however now moving at slow speed wile performing a mature motor pattern. Many students can do one but not the other, therefore a separated the bench mark into two separate objectives. Lastly, learning objective number 3 is the assessing of number standard number 5. Standard number 5 is in part recognition of students enjoyment of physical activity. I created a learning objective to assess that the students are increasing their enjoyment of physical activity by the means of this unit. The unit objectives are in direct correlation with the unit standards, my objectives were built from the State standards and benchmarks.

**D. Table 2.1 – Instructional Design:** Overview of Unit Plan minimum 4 lessons, maximum 10.

Lesson	Date	Learning Objective(s)	Instructional Activities/Strategies	Describe Specific Adaptations/Differentiation/Universal Design for Learning (UDL)
1	9/23	Learning how to dribble at a slow pace. Promoting enjoyment of soccer related activities through game play.	Objective 1: Modelling. Teacher and student demonstrations of each skill during activity. Objective 3: Modified game play. Game play allowed for students to practice moving at slow speed.	During pre-assessment read aloud questions to the student and gave options for responses. Modified fitness activity, putting jump rope on the ground and doing a variety of jump and step movements. During instant activity and skill practice gave additional demonstration and instruction. Simplified skill drill to standing behind ball instead of jogging to focus on performance of cue.
2	9/28	Review dribbling at a slow. Learning how to dribble at a face pace. Promoting enjoyment of soccer related activities through game play	Objective 1 and 2: Modelling. The teacher and student will demonstrate the activities during each activity. Objective 3: Modified game play. Game play allows for promotion of value of the skill.	Modified ball touches by having student tap the top of their cone instead of the ball. Additional instruction was given based upon performance of skill. Using positive reinforcement Put in group with excelling student to help during game play.
3	9/30	Review dribbling at a slow and face pace. Promoting enjoyment of soccer related activities through game play.	Objective 1 and 2: Modelling. Working with a partner student would follow copying partners movement. Objective 3: Modified game play. Game play allows for promotion of value of the skill.	During fitness, partner modify the height of the ball. Modified taking turns after each round to after each touch. Helped to demonstrate to student how they were to perform the activity. Allowing the student to imitate their partner.. During skill, put in group with an excelling student to help during game play.
4	10/5	Assessing dribbling at a slow and fast pace. Assessing student's enjoyment for soccer related activities.	Objective 1 and 2: Hands-on learning. Student would put into practice the skill they learned in game play Objective 3: Modified game play. Game play allows for promotion of value of the skill	During post assessment, read the question aloud to the student and options for response. During fitness, made the same modifications as I did on day 2, having them do ball touches on their cone instead of ball. During skill, shortened length of distance student had to perform skill to encourage achievement.

**E. Table 2.2: Description of Pre-assessment, Formative Assessments, and Summative (Post) Assessment** (limited to 2 pages) (minimum 2 formative assessments)

	<b>Describe the assessment to be used</b>	<b>Explain rationale for choosing this assessment</b>	<b>Which objectives does this assessment address?</b>	<b>Identify how the assessment will be scored and/or the criteria to be used for evaluation. What accommodations or modifications will you make for your focus student or sub-group?</b>
<b>Pre-Assessment</b>	A checklist. The checklist is made up each of the 4 mature motor patterns for each objective speed.	The checklists allow me to identify how many of the mature motor patterns a student is meeting	1 & 2	For my students needing modifications, I will verbally ask them a yes/no question of they have been enjoying soccer related activities.
<b>Pre- Assessment</b>	A Likert Scale. A scale of 1-5, 1 meaning the really dislike soccer-related activities 5 meaning they really like soccer-related activities.	The likert scale allows students to share how the feel regarding skill related activities before and after the unit.	3	As a pre-assessment students will not be graded upon this assessment. The pre-assessment will be marked as participation scoring. If they complete filling out the form then they will receive full credit.
<b>Formative Assessment</b>	A checklist. The checklist is made up of 2 of the 4 mature motor patterns for each objective speed	This will allow me to see if the students are achieving all of the motor pattern requisitions. Also, it will allow me to assess if there is one cue we are struggling in more than others	1 & 2	Students are graded upon participation, if they are able to get checked by 4 of the cues then they are given full credit.
<b>Formative Assessment</b>	Exit slip. The exit slip asks the student one activity they have enjoyed of soccer-related activities during this unit.	For this assessment I want to see if the students can name a dribbling based activity they enjoy. So if they enjoy one we've done in class, or if they know of another. This shows me that they	3	This being a formative assessment, it will be graded upon participation. If the student participates they will receive full credit.



		are showing appreciation towards soccer-related activities.		
<b>Summative (Post) Assessment</b>	A Checklist. The checklist is identical to pre-assessment. It is made up of the 4 mature motor patterns for each objective speed.	The checklist allows me to assess upon the standards benchmark. The benchmark has 4 patterns the students must demonstrate. Therefore they will be checked accordingly.	1 & 2	The student's grade is based upon a rubric. If the student meets the objective's amount of required cues they will receive full credit. Each cue they do not achieve they will lose a point. Scoring each objective out of 4. The student with modifications will be graded at one lower cue than the rest. Therefore only requiring 2 cues for objective 1 and 3 cues for objective 2.
<b>Summative (Post) Assessment</b>	Likert Scale. A scale of 1 -5, 1 meaning they dislike soccer-related activities. 5 meaning they really like soccer-related activities.	With the scale, students are given a point from 0-4. 3 is where the student should be based upon their grade level. 4, allows for those who exceed that expectations for their grade. Half points allow for students that are having partial success. A 2 point.is where they should have been in the previous grade level. 0-1, is partial with help.	3	If the student shows a number of 3,4 or 5 they will receive full credit for this unit on learning objective 3. If they show a number of 1 or 2 they will receive a partial credit, unless they can share an soccer-related activity they would have enjoyed during the unit to me. Then they will revieve full credit.



**F. Additional Details in Instructional Design** (limited 1 page)

<p>How do the instructional strategies/activities address the learning objectives for this unit?</p>	<p>The instructional strategies for objectives 1 and 2 are used to display what the standard benchmarks and learning objectives are looking for. As well as allows for the application of then skills into game play. For objective 3, game play activity allows for the promotion of value of physical activity through soccer-related activities.</p>
<p>How will critical thinking and problem solving strategies be implemented in the unit? Give specific examples of use.</p>	<p>I challenged students to create different exercises during fitness based soccer aerobics. During the unit we also discussed how we problem solve with disagreements in PE, we came up with a solution that could be used.</p>
<p>How does the unit demonstrate integration of knowledge/skills across <u>and</u> within content fields?</p>	<p>During our Yes/ No Body Language, content integration was a key factor in the questions used. Using different questions that related to our unit but also other content fields. For example, The French soccer team wont the last world cup. Is France located on the continent of Europe? For a geography question. A math question included, “knowing the length of our soccer field, if we were take and divide it in 2 for half our field would that be 60 yards?</p>
<p>Explain the literacy/reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading <u>strategy</u>)</p>	<p>For reading strategie, I used a KWL chart during the unit. We started by filling out the first two boxes about soccer related activities, in specifics to dribbling on day 1. On Day 4, or the final day of the unit, we filled out the last box of what we had learned.</p>
<p>How will technology be integrated within the unit? Explain candidate use and student use.</p>	<p>At the start of every classs the teacher displays the powerpoint, allowing students to see what is planned for the class as well as their expectations for the class and their skill level will be displayed. The teacher will use their computer and projector onto a smartboard for the powerpoint. A microphone will also be used so the students can hear well the instructions and lessons given throughout class.</p>

The two focus lesson plans are detailed in Appendix B.

## Task 3 - Teaching and Learning

### A. Narrative: Daily Teaching Reflections (limited to 2 pages total)

#### **Day 1:**

Day 1 was very difficult. Being in general space keeping our distance the best we can during covid was definitely a factor. Being outside without spots, or specific locations to go to caused a lot of students to be grouped together, chatting, far away where they couldn't hear, and all around not focused on the teacher. To fix that in a future class is bringing mini dome cones out. This will allow for students to have a spaced out "home" to always go back to. Another factor, with all the distractions of being outside it was hard for students to know what they were supposed to be doing. Using the powerpoint at the beginning of class to go over all the full class, to explain the directions and rules of activities will allow them to understand the expectations. In addition, during the powerpoint allow for time for students see and read what their standard and benchmarks are so they know what were looking for. Lastly, during this time, adding a slide of safety expectations. Therefore, we always go over safety. I think using the powerpoint more will allow me to display all the information to students in an organized manner as well as helps students of different intellegences than auditory.

**Day 2:** The powerpoint helped today with organization of information. I was able to display all the information the students needed to know. When I am out in the field, I need to remember to bring them in closer to me. Being outside, hearing is very difficult, even with a mic. Bringing students together will also help me have their full attention and not be as distracted. During this class, I learned to have a student demonstrater. Its okay to admit to the students that I am not the best skilled and have a student demonstrate to them. Ask them who plays the sport? Who is new to it? Get to know them better. During the activity I liked I was able to pull in not only content integration but real world examples for the the students to apply PE to. I try hard to interact the students by moving around telling them good job, during this lesson I came to know I need to help students individually. Giving them feedback directly, and not only as a class. Reflecting on this lesson I need to make sure I am moving around and giving additional instruction to students who need help. With being outside I find myself staying in an area that allows the students to see me and know where to look for me, but I am not giving differentiated instruction when necessary.

**Day 3:** Behaviors are always a difficult thing to work with. I find it a little more difficult due to not fully knowing the students and all their names. Doing the best I can. During this class I come to realize a handful of students need to be separated. While I do my best to allow this time for students to be free and enjoy interaction with their friends. A group of girls, refusing to participate while they were together. Made me remember why it is important during activity to assign groups, until I see fit. When I am addressing students I need to make sure I am not focusing on just a

handful of students repeatedly but also giving interaction to the students who might be not noticed due to not having high or low skill in addition to not having behavioral issues.

**Day 4:** Day 4 we were not able to get to the game. We spent a lot of time on the activity that allowed me to assess. It is still hard to assess the students. If I stand in front of them I could probably say all their names, but when they are out moving its hard to see and remember. This made assessing quite difficult. We switched activities to allow them to demonstrate a higher benchmark of switching directions. I was able to finish assessing during this. On this day I found behaviors were beginning to get better in class. Doing less group activity and more full class activity, also adjusting the groups immediately based upon behaviors to prevent issues. I think its alright I didn't get to the final activity even though it is disappointing , it is more important to assess.

**B. Student Interaction and Engagement** (Strategies for promoting student-to-student interaction and student-to-teacher interaction) (limited to 1 page)

Strategies for promoting student-to-student interaction	I really try promote student-to-student interaction in PE. I find its one of the key times stud are allowed to be free to talk and interact and I don't want to take that from them. I do the to allow them to interact and group with their friends. But, I also watch for issues and cons switch up the groups. Changing them 2+ times to allow for fairness in competition and also f behavioral issues. They spend a lot of time moving in general space around a field allowing student-to-student interaction. They also group up in pairs and groups regularly for skill or game. To continue to allow student-to-student interaction, conflict resolution is something stress in class. It is a benchmark for 5th graders however I started introducing the concept 3 <sup>rd</sup> and 4 <sup>th</sup> . This allows for interactions to go more smoothly so we can continue to do them
Strategies for promoting student-to-teacher interaction	At the start of each class, during the time I typically take attendance, I ask a question of the day. Sometimes the question is health and physical education based. Sometimes it is a question to just allow them to talk to me. I love using this to learn their names but more importantly learn about them. After many months of being away, students want to talk and share so I don't want to take it from them. I ask a open ended question that allows them to to me and share. When in game play, still monitoring the class, depending on the game, I try to take a role, participating with them.

**C. Analysis of Assessment** (limit 1 page)

<b>Pre-Assessment:</b>	
Description of results, based on pre-assessment chart (appendix C)	For learning goal number 1, most students were achieving 1 of the mature motor pattern cues. For learning goal number 2, most students were achieving 2 of the mature motor pattern cues. For learning goal number 3, the average rating of a soccer related activities was a 2.5.
Describe how pre-assessment data was used to proceed with instruction for all students.	Understanding the results of pre-assessment allows me understanding where students are struggling and excelling. If they were achieving high number of cues I know I needed to challenge those students. It also allows me to see the students who are assessing on the lower end, allowing me to know I need to give extra help.
<b>Formative Assessment:</b>	
student performance results of formative assessment	For learning goal number 1, there was a 30% improvement from the pre-assessment on the two cues assessed during the formative assessment. For learning number 2, there was a 22.5% improvement from the pre-assessment on the two cues assessed during the formative assessment. For learning goal number 3 formative assessment, I have 35% of my students say they enjoy soccer related activities more.
Discuss the results in reference to the learning objectives.	For learning goal number 1, a 30% improvement for those two cues, brought it up to 65% success. There is still more work to be done, however I think they are getting closer to being able dribble fast showing 3 of the 4 cues. For learning goal number 2, a 30% improvement for those two cues, brought it up to 80%. Demonstrating high success with 2 cues shows the students are beginning to be able to show 3 or 4 of the 4 cues. For learning goal number 3, 35% is a low number for having students show an increase of enjoyment toward soccer related activities.
Discuss any accommodations or modifications based on the results of formative assessments.	For learning goal number 1, the students 3 students are demonstrating high success with all 4 cues Tjese students need adjustments to challenge them and see if they can achieve a higher benchmark. For those showing low success allow them to continue to practice and work on the skill. I think I undermined the success I think the students can achieve, with only allowing 3 of the 4 learning cues. I am going to up my learning goal to 4 of the 4 cues, in relation also to success according to the benchmark. For learning goal number 2, a majority of the students are showing high success with the 2 assessed cues. I am going to continue to push them to work on all 4 cues. For learning goal number 3, 35% being such a low number I think is caused by focusing on the drills and skill at the start of the unit and not allowing for as much game play time. Moving to the end of the unit I hope to allow for more game play which will increase enjoyment from students.

<b>Summative (Post) Assessment:</b>	
Description of results, based on summative assessment chart (appendix C)	For learning goal number 1, 11 of the 20 students met all 4 of the cues. 17 of the 20 students met 3 of the 4 cues. Learning goal number 2, 18 of the 20 students met all 4 learning cues. For learning goal number 3, 65% of students showed an increase in soccer related activities, or a max level on the Likert scale.
How do the results demonstrate meeting your learning objectives? How do they demonstrate not meeting learning objectives?	For learning goal number 1, my initial goal to have 3 of the 4 cues met, was met by 85% of the class however after I decided to up my goal to have the students reach for all 4 of the cues only 55% of the students met the goal. For learning goal number 2, I was more successful with 90% of the students meeting 4 of the 4 cues. For learning goal number 3, only 65% showing increase or max enjoyment of soccer related demonstrates 45% not meeting the learning objective.

**D. Visual Representation of Disaggregated Data (limited to 2 pages)**

Visual representation for pre-assessment and summative data in Appendix C.

**Task 4 - Self-Evaluation and Reflection**

**A. Description of Successful Objectives** (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.	Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.
Objective 1: The student will be able to dribble the ball at a fast pace showing 3 of the 4 criterias of having mature motor pattern during game play.	I believe this objective was successful because 17 of the 20 students successfully demonstrated dribbling at a fast pace showing 3 of the 4 criterias of a mature motor pattern during game play. When I thought to increase my objective to all 4 criterias then only 11 of the students would have met the objective.
Objective 2: The student will be able to dribble the ball at a slow pace showing 4 of the 4 criterias of having mature motor pattern during game play.	This objective was very successful, 18 of the 20 students accomplished dribbling at a slow pace showing 4 of the 4 criterias of a mature motor pattern.

**B. Description of Least Successful Objectives** (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your least successful learning objective(s) from the unit.	Explain why these objective(s) were not as successfully met. Give more than one reason for each of the least successful objectives identified.
Objective 3: The student will be able to show an increase of appreciation of soccer related activities on a Likert scale or a max level of five.	This objective was less successful with only 65% showing an increase appreciation for soccer related activities or a max level of 5. Many of the students displayed disinterest during the unit.

**Discuss at least TWO things to do differently in the future to improve students' performance. Be frank and thorough in your analysis.**

For objective number 3, I don't think I made my unit that much fun. I was focused on getting everything in and drilling the skill, I wasn't able to allow student to have much fun in game play.  
 For standard number 1, I think I really drilled the start of the unit dribbling, but we started simple and slow. I needed to pick up the pace and push them earlier on to start dribbling while moving at a fast speed.

**C. Reflection on Unit and Implications for Teaching** (limited to 1page)

<b>Based on the teaching of the unit, student performance, and two detailed lessons, identify at least TWO aspects of your instruction that should be improved. Explain reasoning.</b>	<b>What steps are you going to take to improve your teaching in these areas? Be specific.</b>
<p>Aspect 1: Class management would be a large aspect that needs to be improved. I feel there was a lot of time wasted during the unit either because I was having a hard time having managing or implementing the management.</p>	<p>I will educate myself on different management methods.            I would set up a rules at the start of the school year.            The students would have assigned area of where they need to be everyday during class.            I also need to be more confident in implementing behavioral management.</p>
<p>Aspect 2: Organization is an aspect I need to be improving. Having a variety of classes and making quick transitions from one to the next. I need to be better organized so that I can give students a better lesson.</p>	<p>I need to have all the assessments printed and ready to go prior to the unit. Have paperwork condensed into less paper. This keeps me from from be flustered by having an array of paperwork. Also, having students help when it comes to cleaning up from one class to the next. This will help with organization of equipment but also with transition of classes.</p>

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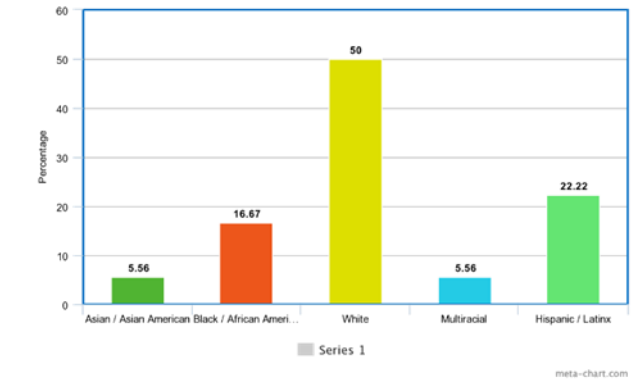
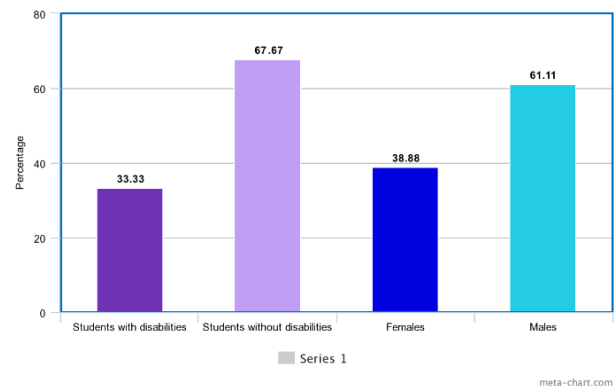
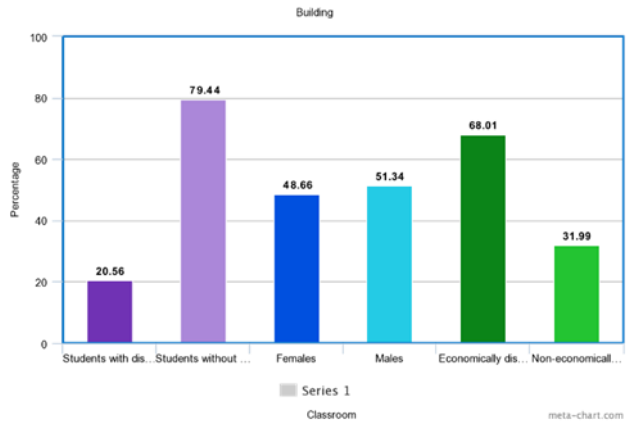
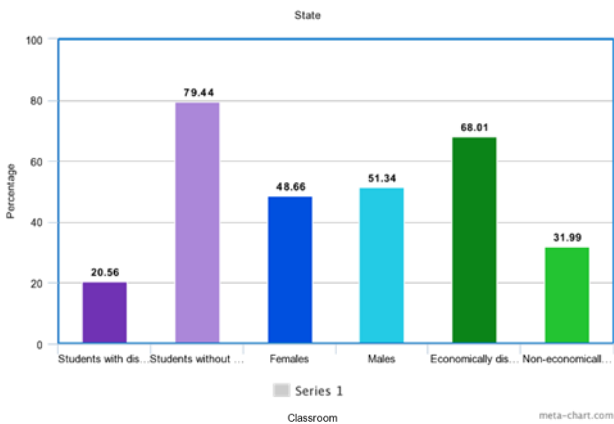
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## APPENDIX A Demographic Data for classroom, school, and district



**APPENDIX B Detailed Lesson Plans (2)**

**Lesson Plan: Day 1**

**Lesson:** Dribbling

**Date:** 09/23/2020

**Grade:** 4

**Activity Space Needed:** Soccer Field

**Safety Considerations:**

- tennis shoes on and they need to be tied -be 6 feet aprt
- do not throw, hit, or trip someone with equipment
- watch where you are going to make sure we don't collide.

**Equipment: (Specifically based upon number of students in the class.)**

- 1 Jump Rope per student
- 1 ball per student
- 1 copy of KWL and Likert scale per student
- 1 noodle per student
- Hand sanitizer
- Equipment spray

**Media:** Speaker  
Music via phone  
PowerPoint  
Smartboard/ projector  
computer

<p><b>Student Outcome for this Specific Lesson</b> LG #2: student will be able to have control of the ball while dribbling at a slow pace.</p>	<p><b>Standard/Benchmark (List)</b> <b>Standard 1:</b> Motor Skills: the physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <b>Benchmark:</b> Dribble with feet: Dribble with feet demonstrating a mature motor pattern at varying speeds.</p>	<p><b>Specific Assessment Activity for Each Outcome</b> LG #1 Pre-Assessment: Rubric LG #2 Pre-Assessment: Rubric LG #3 Pre-Assessment: Likert Scale</p>
<p><b>The Student Literacy Outcome for this Specific Lesson is –</b> <b>Read</b> → The student will read the instructions of the KWL <b>Listen</b> → The student will listen when the teacher is talking</p>		



**Speak** → The student will speak when the teacher asks question

**Write** → The student will write on the KWL what they know and what they want to learn

**Focus or Opening:** Using PowerPoint goes over lesson objectives, class rules, safety, and activities for lesson.

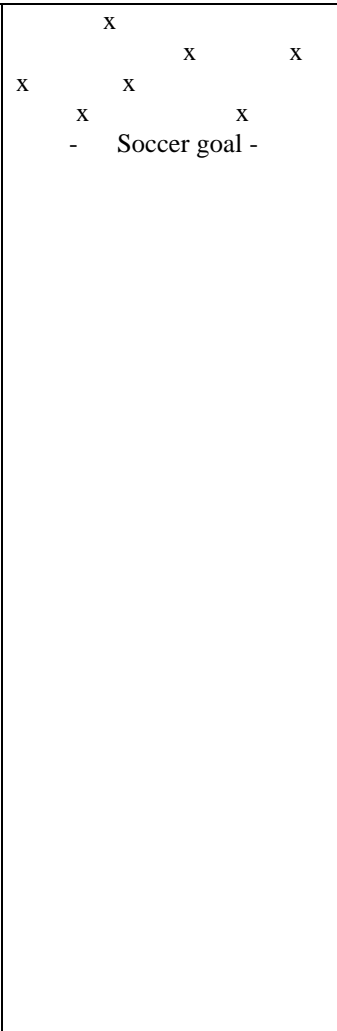
**Closure:** “You guys did a \_\_\_ job outside today participating and working on ball control. Who can name the first/second/third cue of dribbling a ball? Good job! I want us to as a class take 3 big breaths to calm us back down. 1. 2. 3.”



Time	Instructional Strategies and Learning Activities	Notes or Reminders	Instructional Cues	Where should students be? How did students get to this formation? (Diagram)	Variations (bold = harder) (italicized = easier)
2 min	Opener: As per above	Drink water			
6 min	On a piece of paper instructions students are to write in the 3 sections: what they know, what they want to know, and then leave the last section blank for now. <b>LG #3: Pre- Assessment</b> on the Likert scale the student is to write how much they enjoy soccer related scale.			At their desks -----board----- x x x x x  x x x x x  x x x x x  x x x x x	
3 min	Transition: Students are to line up in alphabetical order, socially distanced apart, and follow the teacher outside, voices are at a level 0 inside. Once outside they are to take a noodle and a partner and be both noodles length apart, and then put their noodle horizontally	Sanitize hands on the way out	Remember 6 feet apart.		
5 min	Instant Activity: Full Body Rock Paper Scissors Victory Dance: The way you play full body rock paper scissors, is with a partner hopping to rock paper scissors, ON show you make a stance depicting your choice. (scissors = one leg in front of the other Rock = legs together Paper= legs apart parallel to each other) The winner will then do a victory dance and the loser will use their social distanced greeting “Spirit Fingers” towards their partner.		Standard 4 is social behavior, make sure when you lose you are showing your partner good sportsmanship.	- Soccer goal -  xl lx  xl lx <u>x</u> x  xl lx xl lx - Soccer goal -	<b>Loser runs a lap</b> <i>Class vs. teacher rock, paper, scissors</i>
2 min	Transition:				



	When I say go, the girls then the boys are to line up their noodles along the fence so they may be cleaned and then grab a jump rope. After grabbing a jump rope, they are to go back out be spread apart				
5 min	<p>Fitness: Jump Ropes:            “This week we are going to be working on our Cardiovascular Endurance. Does anyone know what that is?            So cardiovascular is related to our heart. We want to make sure we have a healthy heart.            Endurance means we can do that activity for long periods of time.            Mrs. Dee told you guys that I coach Cross Country. It is very important to have good cardiovascular endurance for cross country. What other sport do you think would be important to make sure you can run for a long time? Soccer!            You can do a variety of activities to strengthen your cardiovascular endurance other than running. The activity we are going to work on today is jump roping! Did you know jump roping is a very great activity to stay healthy?            When music goes, I want you to jump rope / ski jump over/ one-foot jump over (or other variations)”</p>			<p>- Soccer goal -</p> <pre> x           x   x         x     x       x       x     x         x   x           x x             x           - Soccer goal -           </pre>	<p><b>Faster / backwards/ crossing</b></p> <p><i>Slower / skipping method</i></p>
2 min	<p>Transition:            When I say go, the boys then the girls are to line the jump ropes up along the fence so they may be clean. Then I would like them to grab a soccer ball and spread back out.</p>				
8 min	<p>Skill: Dribbling            “We are going to be working on dribbling, dribbling is a very important part of soccer. It is imperative that you always have control of the ball or you risk losing it to an opponent. We are</p>		<p>Keep close to body            Tap, Tap            Eyes forward</p>	<pre> - Soccer goal - x           x   x         x     x       x       x     x         x   x           x x             x           - Soccer goal -           </pre>	<p><b>*(if you got that try with your eyes up. If you got that try doing it faster)</b></p>

	<p>also going to be work on trapping. Trapping is the gaining control of your ball and having it at a complete stop with your foot resting on top. At any point during today I say stop, I want you to trap your ball, if you are not able to trap your ball and not continue to play with it. I will have you take 1 large step back behind your ball.”</p> <p>Trap: “The ball completely stopped. Foot resting on top. Show me how you trap a ball.”</p> <p>Dribbling: “Dribbling is how one moves with the ball. Start with just tapping the top of the ball slowly... *</p> <p>Then tapping the ball with the inside of your foot slowly... *</p> <p>Then tapping the ball with the outside of your foot tap the ball. Step to the side and stop it... *</p> <p>Combine the outside/inside foot touches. Using one foot. Push it with your outer then inner. To keep stable you may need your other foot to do small hops... *</p> <p>Staying in place, jog behind your ball. When the teacher calls out tap or side you are to gently tap the top or side of their ball without causing it to roll.”</p> <p>Try having them dribble around the ball across the field, keeping the ball in control and not running into each other.</p>		<p>The ball should never be more than 3’ away in front of you.</p>		<p><i>Have student stand behind instead of job behind ball during activity.</i></p>
<p>1 min</p>	<p>Transition:</p>				

	Line up distantly from their classmates with their soccer ball trapped beneath their foot along the long side of the soccer field.				
8 min	<p><b>LG #1: Pre-Assessment</b></p> <p><b>LG #2: Pre-Assessment</b></p> <p>Game: Red, Yellow, Green Light Dribble edition: During this activity they are going to line up all along the edge of the field with their ball. When I say red light, they are to be stopped with their ball trapped under their foot. When I say yellow light, I want them to move slowly with ball control towards the opposite side of the field. When I say green light, I want them to move quickly with ball control towards the opposite side of the field. If whenever I say red light their ball is not in control they must go back to the starting line.</p>		<p>Keep close to body Tap, Tap Eyes forward</p>	<p>- Soccer goal –</p> <p>X X X X X X X X X X X X X X X</p> <p>- Soccer goal -</p>	<p><b>If they ever lose control must start over</b></p> <p><i>Give 3 seconds to get control.</i></p>
3 min	<p>Transition: Students are to place the ball along the fence to be sanitized then line up in alphabetical order, socially distanced apart, and follow the teacher inside, voices are at a level 0 inside. When arrived at their classroom, they are to receive a spray of hand sanitizer then go to their assigned desks.</p>	Sanitize hands and equipment			
1 min	Closing: As seen above	Drink water		<p>At their desks</p> <p>-----board-----</p> <p>x x x x x</p> <p>x x x x x</p> <p>x x x x x</p> <p>x x x x x</p>	

**Lesson Plan: Day 4**

**Lesson:** Dribbling

**Date:** 10/05/2020

**Grade:** 4

**Activity Space Needed:** Soccer Field

**Safety Considerations:** You need to have on tennis shoes on and they need to be tied. At no point do we hit anyone with our equipment unless the game calls for it, which means we only tap. Do not throw the equipment if its not called for. Most importantly make sure you have body control. When you are running watch where you are going to make sure we don't collide with anyone or thing.

**Equipment: (Specifically based upon number of students in the class.)**

- 1 ball per student
- Hand sanitizer
- Equipment spray
- 50 cones

**Media:**

- Music via phone
- PowerPoint
- Smartboard/projector
- computer

<b>Student Outcome for this Specific Lesson:</b>	<b>Standard/Benchmark (List)</b>	<b>Specific Assessment Activity for Each Outcome</b>
LG #1: The student will be able to have control of the ball while dribbling at a fast pace. LG #2: The student will be able to have control of the ball while dribbling at a slow pace LG #3: The student will show an increase of appreciation for soccer related activities on a Likert scale.	<b>Standard 1: Motor Skills:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <b>Benchmark:</b> Dribble wit feet: 3 <sup>rd</sup> grade: at varying speeds while keeping the object under control. 4 <sup>th</sup> grade: demonstrating a mature motor pattern at varying speeds 5 <sup>th</sup> grade: demonstrating mature motor pattern while changing speed and direction	LG #1: Rubric LG #2: Rubric LG #3: Likert Scale





**The Student Literacy Outcome for this Specific Lesson is –**

**Read** → The student will read the instructions on the KWL and the Likert scale

**Listen** → The students will listen when the teacher is talking.

**Speak** → The students will speak when the teacher asks a question.

**Write** → The student will write their answers on the KWL and the Likert scale

**Focus or Opening:** We have our last day of the soccer dribbling unit today! I want us to get going and have fun today so let's make sure we are prepared for class and our voices are off. PowerPoint

**Closure:** You guys have done a great job over this unit. I want you to pull out your KWL and Likert scale sheet. I want you to fill out the last



Time	Instructional Strategies and Learning Activities	Notes or Reminders	Instructional Cues	Where should students be? How did students get to this formation? (Diagram)	Variations (bold = harder) (italicized = easier)
2min	Opener: As per above	Drink water			
3 min	Transition: Students are to line up in alphabetical order, socially distanced apart, and follow the teacher outside, voices are at a level 0 inside. Once students are outside, they may find a cone along side the field.	Sanitize hands		-	
7 min	Instant Activity: Red, Yellow, Green Light Dribble edition:  During this activity they are going to line up all along the edge of the field with their ball. When I say red light, they are to be stopped with their ball trapped under their foot. When I say green light, I want them to move quickly with ball control towards the opposite side of the field.  If whenever I say red they don't have control of their ball. They have to restart		Keep close to body Tap, Tap Eyes forward	- Soccer goal - X X X X X X X X X X X X X Soccer goal -	If they ever lose control must start over  Give 3 seconds to get control.
1 min	Transition: When I say go I want anyone with a birthday from January to June to be on the left side of the field and anyone with a July to December birthday to go to the opposite side		If you are within arm's reach of your neighbors, you are way to close	- Soccer goal - X x x x x x x x x x x x x x x x x x	



				<pre> x           x x           x - Soccer goal - </pre>	
6 min	<p><b>Fitness: Ball Touches:</b> Hop Touches – each player has a ball. With the ball stationary, a player hops, touching the top of ball with the sole of the foot, alternate touch left/rate. Do we think we can do Ball touches for 5 minutes? I am going to play music for 4 minutes; at the end of each minute we will take a 15 second break and rest.</p>				<p><b>Moving Hop Touches – player hops while mobbing around the ball.</b></p> <p><i>Steps instead of fast hops Cone instead of ball</i></p>
1 min	<p><b>Transition:</b> Students are going to be counted into groups of 4. 2 members of a group will be behind one cone and the other 2 will be behind the adjacent cone</p>				
10 min	<p><b>Skill:</b> Dribbling and Kicking Students are to begin working on kicking with the inside of their foot. One partner begins with the ball. They dribble to the second cone. Stop. Trap it. Kick it to their partner. Then run on the outside and get behind the next person in line Their partner is to stop it. Trap it. And then dribble out to their second cone. Trap it. Kick it. Then run on the outside and get behind the next person in line. Rotate partners by shifting one line down.</p>		<p>If you are not in control, slow down. It is more important to be in control than to be fast.</p>	<pre> x- student o – cone x  x  x  x  x x  x  x  x  x o  o  o  o  o o  o  o  o  o o  o  o  o  o o  o  o  o  o x  x  x  x  x x  x  x  x  x </pre>	
1 min	<p><b>Transition:</b> When the teacher says go the students without a ball is to go and retrieve one. All students are to line up on the long side of the field, with their ball trapped beneath their foot, not moving.</p>				
8 min	<p><b>LG # 1 &amp; 2: Post-Assessment Game:</b></p>	Masks on when in groups	Slow down have control.	<pre> -Soccer goal O           O </pre>	<p><b>Steal balls from other teams</b></p>

	<p>Treasure hunt</p> <p>Each group having a hula hoop. All the soccer balls are scattered in the middle of the soccer field. With only one player from each group at a time must run grab and get a ball and dribble it back to their teams hula hoop. Once the ball is trapped in their hula hoop with no help from teammates the next one in line can go</p> <p>-if you kick your ball back to your hoop, all the balls in your hoop will be taken back to the center</p> <p>Change it up: every team starts with 5 balls in their hula hoop. When the music starts one player goes and dribbles a ball to a different hula hoop. Then they run back a elbow touch the next person in line. The next person goes.</p> <p>You cannot defend your hoop.</p> <p>The goal is to get rid of all the balls in your hula hoop or to have the least when the whistle blows.</p>			<p style="text-align: center;">       X x x x x x x        X x x x x        X x x x x     </p> <p style="text-align: center;">       O                      O        -soccer goal -     </p>	<p><i>Bring them closer to the ball</i></p> <p><b>Further from the balls</b></p>
<p>3 min</p>	<p>Transition:</p> <p>Students are to place the ball along the fence to be sanitized then line up in alphabetical order, socially distanced apart, and follow the teacher inside, voices are at a level 0 inside.</p> <p>When arrived at their classroom, they are to receive a spray of hand sanitizer then go to their assigned desks.</p>	<p>Sanitize hands and equipment</p>			
<p>5 min</p>	<p>On the KWL they wrote on previously have them fill in the last section.</p> <p><b>LG #3: Post-Assessment:</b></p> <p>On a Likert scale the student is to write how much they enjoy soccer related activities</p> <p>Closure: As per above</p>	<p>Drink Water</p>		<p>At their desks</p> <p style="text-align: center;">-----board-----</p> <p>       x   x   x   x   x        x   x   x   x   x        x   x   x   x   x        x   x   x   x   x     </p>	

**APPENDIX C Assessments and Rubrics**

Learning Goal #1 and #2 Pre and Post Assessment document: Checklist

fast	Close to body	Ball under control	Eyes forward	Use of both feet	Score out of 3
Student 1					
Student 2					
Student 3					
Student 4					
Student 5					
Student 6					
Student 7					
Student 8					
Student 9					
Student 10					
Student 11					
Student 12					
Student 13					
Student 14					
Student 15					
Student 16					
Student 17					
Student 18					
Student 19					
Student 20					
Slow	Close to body	Ball under control	Eyes forward	Use of both feet	Score out of 4
Student 1					
Student 2					
Student 3					
Student 4					
Student 5					
Student 6					
Student 7					
Student 8					
Student 9					
Student 10					
Student 11					
Student 12					
Student 13					

Student 14					
Student 15					
Student 16					
Student 17					
Student 18					
Student 19					
Student 20					

Learning Goal #3 Pre and Post Assessment document: Likert Scale

NAME: \_\_\_\_\_

Directions:

On the first day, circle a number on the Likert Scale of your enjoyment of soccer related activities. Label it 1

On the last day, circle a number on the Likert Scale of your enjoyment of soccer related activities after the unit. Label it 2.

I strongly don't enjoy    I don't enjoy    I am neutral    I enjoy    I strongly enjoy  
 1                                  2                                  3                                  4                                  5

Scoring Key: Participation: If student completes likert scale they receive full credit.

Learning Goal #1 and #2 formative assessment: Checklist

Fast	Close to body	Ball under control	Score out of 2	Slow	Close to body	Ball under control	Score out of 2
Student 1				Student 1			
Student 2				Student 2			
Student 3				Student 3			
Student 4				Student 4			
Student 5				Student 5			
Student 6				Student 6			
Student 7				Student 7			
Student 8				Student 8			
Student 9				Student 9			
Student 10				Student 10			
Student 11				Student 11			
Student 12				Student 12			
Student 13				Student 13			
Student 14				Student 14			
Student 15				Student 15			
Student 16				Student 16			

Student 17				Student 17			
Student 18				Student 18			
Student 19				Student 19			
Student 20				Student 20			

Learning Goal #3 formative assessment: Exit Slip

NAME: \_\_\_\_\_

LG #3 Formative Assessment

Exit Slip:

Do you enjoy soccer related activities more than you did on day 1? Yes/No: \_\_\_\_\_

Learning Goal #3 informative assessment: Class Discussion:

Raise your hand if you have enjoyed a soccer related activity during this unit. If your hand is raised when I call your name share which activity you have enjoyed. If your hand is down I want you to share an soccer-related activity you would have enjoyed.

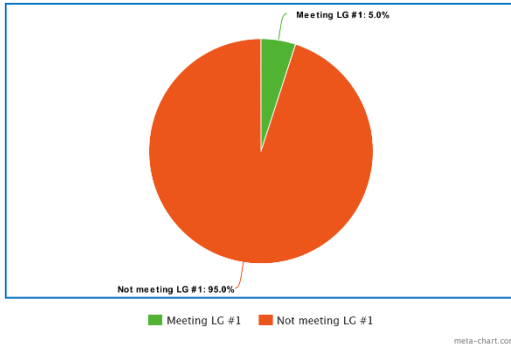
Scoring Key: Participation: If student answers one of the two questions then they will receive full credit.

**VISUAL REPRESENTATION OF DISAGGREGATED DATA:**

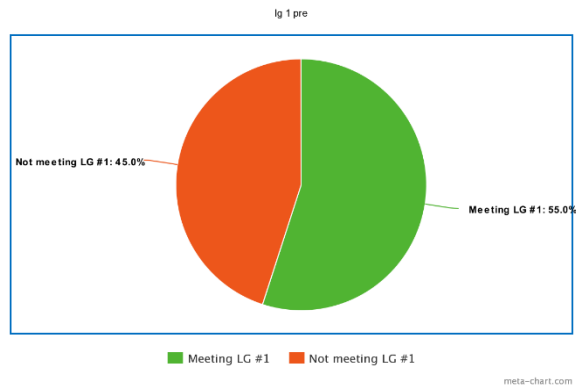
Whole Class Learning Goal #1:

Pre-Assessment:

Focus student: Not meeting



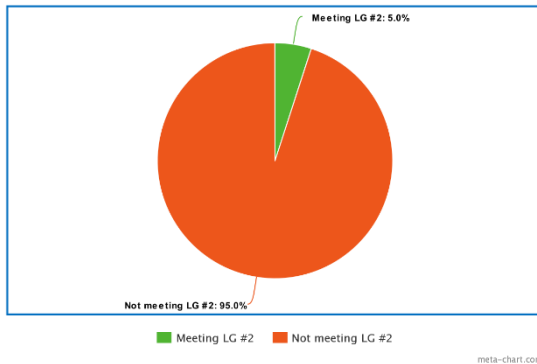
Post-Assessment:  
Focus student: Not meeting



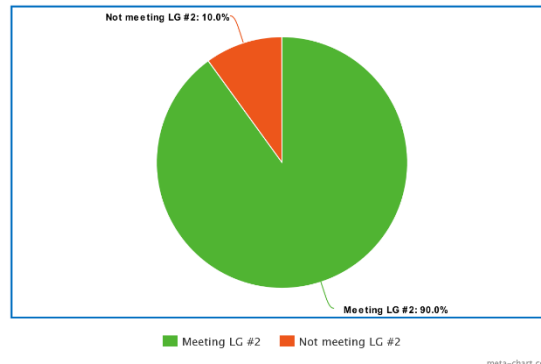
Whole Class Learning Goal #2:

Pre-Assessment:

Focus student: Not meeting



Post-Assessment:  
Focus student: Not meeting



Whole Class Learning Goal #3:

Pre-Assessment:

N/A due to Learning goal being based upon increase of interest.

Focus Student Pre- Assessment: Not meeting

Focus Student Post-Assessment: Meeting

Post-Assessment:

