Emerson Middle School Integrated Lesson Form

Title: Bowling

Lesson Description: TSW learn terms, rules, and the physical aspect of the sport of indoor volleyball.

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| Educator | Name: Jeremy HarperA+ School: EMSGrade level/subject area: 6-8 Physical Education |
| Curriculum & Arts | Overarching Concept: After completing the volleyball unit, physical education students will be able to play the game of volleyball using all of the basic skills to the best of their abilityEssential Question(s) and/or Focus Question(s):* Can you name the terms associated with Volleyball?
* Set, Pass, and serve the ball with proper form.
* Know offensive and defensive strategy to help win games.
* To perform rotations and scoring effectively.
* To learn the rules and scoring of volleyball and modified games.

Disciplines Addressed: 21st Century skills:\_\_dance \_\_music \_\_visual arts \_\_creativity\_\_drama \_\_reading \_\_writing \_x\_problem solving\_\_language arts \_\_science \_\_other: \_x \_technology\_x\_math \_\_social studies \_x\_collaborationCurricular connections/instructional objectives: (state standards, etc.)S1.M2 Throwing, S1.M6 Offensive skills, S1.M10 Shooting on goal, S1.M15 Weight transfer, S2.M1 Creating space with movement, S2.M2 Creating space with offensive tactics, S2.M3 Creating space using width and length, S2.M6 Transitions,S3.M6, S4.M4, S4.M5, S4.M6, S4.M7, S5.M6, S4.M1S4.M2, S4.M5 |
| Enriched Assessment | Ways to assess/evaluate students’ understanding during and at the conclusion of the lesson (formative and summative):Assessment over proper passing, setting, serving, scoring, and rules of the game. |
| Collaboration | Students will be forming their own groups and performing tasks as teams (Student led warm-ups and working in teams to progress their skills in different areas of volleyball) |
| Multiple Learning Pathways | Multiple Intelligences addressed within lesson: (check all that apply)x\_\_bodily/kinesthetic \_x\_musical-rhythmic\_x\_interpersonal \_\_naturalist\_x\_Intrapersonal \_x\_verbal-linguistic\_\_logical-mathematical \_x\_visual spatial |
| Infrastructure | Classroom Infrastructure/Setup:Timeframe (example: length of unit, number and length of lesson(s):10 daysSpace: GymMaterial: 25 volleyballs, volleyball poles, netResources/books/websites/other information sources:Sciencespot.netOKA+ notebook |
| Experiential Learning & Climate | Steps/Process: (You may share by using this form, video, photo story, PowerPoint, etc.) Please attach rubric, checklist or other assessment tool, if applicable. See next page |
| ISTE standards | Check all that apply:\_\_Empowered learner \_\_Digital citizen\_\_Knowledge constructor \_\_Innovative designer\_\_Computational thinker \_\_Creative communicator\_\_Global collaborator |
|  | Every day will begin with students going to their assigned spots in an orderly manner. I will then take role before I release them into their warm-up. After their warm-up they will go where directed and the lesson will begin.Week of 1-25 through 1-29**Monday**: setting and forearm pass recap, Learn how to serve on the net. Finish with battle ball game using servesBattle balla. Divide students into two equal teamb. Object is to throw the ball over the net as quickly as possible, so when time expires there will be the least amount of balls on your side of the net.**Tuesday**: recap all passes and serves, build into circle passing game**Wednesday**: king of the court 3v3 tournament**Thursday**: continue 3v3 tournament and build into 6v6**Friday**: 6v6 game with rotations  |