

New York State Learning Standards

Standard 1 – Personal Health and Fitness

1a. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

1b. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance and body composition

Standard 2 – A Safe and Healthy Environment-

2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.

2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and Communication.

2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

STANDARD 3 – RESOURCE MANAGEMENT

3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

3b. Students will be informed consumers and be able to evaluate facilities and programs.

3c. Students will also be aware of career options in the field of physical fitness and sports.

NATIONAL P.E. STANDARDS

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

2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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

5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core/Academic Connections → VOCABULARY:

- Mathematics:
 - students must count while performing fitness component warm up tasks
- ELA:
 - Students will verbally answer questions related to player positions and strategies
- Science:
 - Students will demonstrate understanding of kinetic and potential energy as it relates to passing/shooting the ball
- Vocabulary
 - ✓ Backhand: shooting/passing with back of the blade of the stick
 - ✓ Forehand: shooting/passing with front of the blade
 - ✓ Stick handling: the use of both sides of the blade to control and move the ball
 - ✓ High Sticking: lifting of the blade above the waist
 - ✓ Tackle: skill used to dislodge the ball from the opponent
 - ✓ Crease: area in front of goal where only goalie is allowed
 - ✓ Engaging Distance: distance from ball, allows defense to pressure the ball
 - ✓ Receiving: absorbing the ball's speed on the blade of the stick
 - ✓ Goal: when ball crosses the line between the goal points. Counts as one point
 - ✓ Flick: shot with no backswing that is intentionally lifted. Wrist rotation and arm pull enhance height and velocity.

LISTENING



SPEAKING



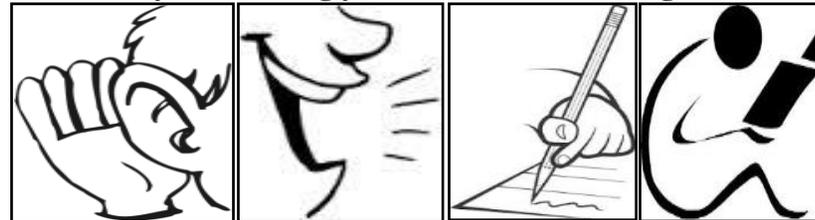
WRITING



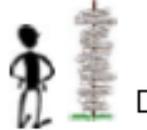
READING



How are you assessing your students' knowledge of this lesson?



NYS AHPERD CURRICULAR STRANDS INCORPORATED INTO THIS LESSON (check all that apply):

(Affective) 	(Psychomotor, Cognitive) 	(Affective, Cognitive) 	(Cognitive, Affective) 	(Psychomotor, Cognitive) 
2a. Character	1b. Health-Related Fitness	2b. Individ. Enjoyment	3a,b,c. Life Skill Dev.	1a. Skilled Play



<p>Psychomotor Objective:</p> <ul style="list-style-type: none"> The physically literate student will demonstrate effective gross and fine motor skills through various physical activities (running, walking, other warm up activities) The physically literate student will shoot on the move with power and accuracy in a practice task (S1.M10.7). The physically literate student will clear the ball quickly (NYS AHPERD CGD: SPFH-goalkeeping tactic-7th) The physically literate student will maintain defensive ready position and stay between mark and goal (S1.M11.6) 	<p>Assessment Tool:</p> <ul style="list-style-type: none"> Daily participation rubric Skill assessment rubric
<p>Cognitive Objective:</p> <ul style="list-style-type: none"> The physically literate student will identify major muscles used in broom ball (S3.M14.6) The physically literate student will explain why hydration is important when being physically active (NYS AHPERD GCD: life skills-safety 6th) 	<p>Assessment Tool:</p> <ul style="list-style-type: none"> Daily Participation rubric Verbally answering debriefing/essential task questions
<p>Affective Objective:</p> <ul style="list-style-type: none"> The physically literate student will demonstrate appropriate sporting behavior by respecting teammates, opponents and officials regardless of religious, ethnic or racial backgrounds. Encourages teammates to demonstrate respect for the rules and etiquette of games, competitions and physical activities 	<p>Assessment Tool:</p> <ul style="list-style-type: none"> Daily Participation Rubric Verbally answering questions

<p>(NYSAPERD GCD: character-spectator behavior level 2).</p> <ul style="list-style-type: none"> • The physically literate student will value the importance for personal behavior in every situation as it relates to respecting differences of others (NYSAPERD CGD: Character-sensitivity Level 2) 	
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Universal Design:How/What accommodations will be made for individual students/small groups/classes so that all students can be successful?

If the class is below 6, then the class will still be split into two teams but staff will play on the teams.

All accommodations will be made for students (reading, writing) according to their IEP or 504 plan

Teacher Goal for this Lesson:state one specific behavior you wish to focus on and improve on in this lesson

Goal for this lesson is for students to maintain their focus and attention on the information being taught (e.g. no side conversations, refusal to participate).

Sequence of Lesson	Organization	Standards/Assessment
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<p><u>Introduction:</u> Today we are starting our unit on broom ball. This unit will focus on giving you the knowledge you need to play, coach, and assess the game.</p>	<p>Students will be standing in front of the bleachers.</p>	<p>n/a</p>
<p><u>Warm-Up</u> Students will select one item from the component post and complete it.</p>	<p>Students will utilize the gym space to complete their warm up</p>	<p>NYS: 1A, 2A, 2B National: 1,2,3,4,5 Assessment: daily participation rubric</p>
<p><u>Task 1:</u> Broom ball pre-assessment will be given out to students along with pen or pencil. Once completed it is to be placed in their individual folder.</p>	<p>Students will find personal space in the gymnasium to take the pre-assessment.</p>	<p>NYS: 2A National: 2,4,5 Assessment: daily participation rubric, completion of pre-assessment</p>
<p><u>Task 2:</u> What is broom ball? Using teacher worksheet go over (see handout section)</p> <ul style="list-style-type: none"> • History • Rules • Equipment • skills 	<p>Students can be sitting in front of the bleacher or sitting in front of them.</p>	<p>NYS: 2A National: 2,4,5 Assessment: daily participation rubric</p>

<p>Task 3 Show outline of court:</p> <ul style="list-style-type: none"> • black line outside boundary • black line center court • goalie crease—stay out <p>Show basic broom ball positions (poly spots will be placed on spots—send students to stand on spots)</p> <p>Center Goalie Wings Defensive Players</p>	<p>Students are in a semi circle in front of the teacher while positions are explained.</p>	<p>NYS:2A National: 2,4,5 Assessment: daily participation rubric</p>
<p>Task 4: How to properly hold a stick and how to strike a ball.</p> <p>Teacher demonstrates:</p> <ul style="list-style-type: none"> • dominate hand low, other high • sweep across floor-like a broom • use face of blade—keep square 	<p>Students are in a semi circle in front of the teacher while strategies are explained.</p> <p>They are then broken into their groups to practice</p>	<p>NYS: 1A, 2A National: 1,3,4 Assessment: daily participation rubric, completion of skill practice</p>
<p>Task 5: Groups will stay and play a modified game. Rules are:</p> <ul style="list-style-type: none"> • black lines are the boundaries • Goalie crease-respect it • High sticks will be called (warning at first then ball switches team) 	<p>Students will be in a semi circle in front of the teacher at the center of the gym while rules are explained.</p>	<p>NYS:1A, 2A, 2B National:1,2,3,4,5 Assessment: daily participation rubric,</p>
<p>Closure: Students turn in all equipment. They will receive academic language worksheet to look at—place in folder. PBIS tickets are handed out to the students.</p>	<ul style="list-style-type: none"> • Equipment is put away • Students sit on benches • PBIS tickets handed out according to poster and PBIS theme of the week 	<p>NYS: 2A National: 4 Assessment: daily participation rubric</p>