



Peachtree Charter Middle School

Teacher	Savage	Week of:	Unit Implementation: 3 Weeks						
Course	Physical Education	Unit Name:	Speedball						
Priority Standard:	PE 1: Demonstrates competency in motor skills and Movement patterns needed to perform a variety of physical activities. PE 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.								
Supporting Standards	PE 3: Participates regularly in physical activity. PE 4: Achieves and maintains a health-enhancing level of physical fitness. PE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings PE 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.								
Non-Content Standards WIDA, interdisciplinary standards, literacy	ELP Standard: 2 - Language of Language Arts Level 1: Identify words or phrases associated with adventures using visual support and word/phrase walls or banks Level 2: Answer WH-questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer Level 3: Sequence plots of adventures using visual support and share with a peer Level 4: Summarize plots of adventures using visual support and share with a peer								
Learning Targets	To get students to participate in a speedball game using the appropriate skills and knowledge of the rules.								
Essential Question(s) address philosophical foundations; contain multiple answers; provoke inquiry	What are the four conversions of getting the ball from the ground to your hands? Describe some strategies that will help you to score on your opponent. What strategies did your team use to convert the ball and move the ball down field?								
Big Idea(s) (main ideas, foundational understanding):	To get students to understand the rules and skills associated with speedball which will then lead them into a play scenario.								
Academic Vocabulary Lesson vocabulary Unit vocabulary	Middle line, end zone, goal line, field goal, touchdown, kickoff, ground ball, aerial ball, jump ball, conversion, roll-up, two foot lift, one foot lift, throw in, drop kick, dribble, offense, defense, air dribble, chest pass, baseball throw, end zone, jump ball Middle line, end zone, goal line, field goal, touchdown, kickoff, ground ball, aerial ball, jump ball, conversion, roll-up, two foot lift, one foot lift, throw in, drop kick, dribble, offense, defense, goalie, possession, chest pass, baseball throw, end zone, jump ball								
STEM/STEAM (Interdisciplinary integration)									
Engaging Performance									
Research-Based Instructional Strategies (weekly strategies chosen to guide teaching and learning)	Opening	Activate prior knowledge	X	Questioning	X	Clarify previous lesson	X	Phenomenon	
		Provide feedback	X	Scaffold instruction	X	Create interest		Other	
	Work Period	Facilitate learning	X	Academic discussions	X	Cooperative learning	X	Other	
		Demonstrate mode	X	Generating and testing hypothesis		Independent learning	X	Other	
		Explain/apply extend concepts	X	High-level questioning	X	Interdisciplinary writing		Other	
	Closing	Summarize lesson	X	Provide alternative explanation	X	Respond to EQ	X	Review rituals & routines	X
		Student assess their own learning		Quick write		3-2-1 K-W-L		Other	

DCSD RCD Aligned Lesson Plan Template

Components of this lesson plan may change according to the needs of the students

DCSD Instructional Planning Instrument

Focus on Teaching and Learning



21st Century Learning Skills <i>(weekly strategies chosen to guide student engagement)</i>	Teamwork and collaboration	X	Innovation and creativity	X	Information analysis	X
	Initiative and leadership		Critical thinking and problem solving	X	Effective oral and written communication	X
	Curiosity and imagination	X	Flexibility and adaptability	x	Other	

Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom	Specially Designed Instruction for Exceptional Education Students	Strategies for English Language Learners
Re-voicing	X	Visuals/reality
Explaining		Front loading
Prompting for Participation	X	Echoing/ Choral response
Challenging or encountering	X	Color coding
Asking "why?" "how?"		Multiple exposures in different media
Reread	X	Pair share
Practice new academic vocabulary	X	Modeling
Assistive technology	X	Language scaffolds
Pre-teach & re-teach in a different way	x	Deconstruct complex sentences
Use of manipulatives		Increase student-to-student talk
Collaborative work		Strategies vocabulary instruction
Create differentiated text sets		Additional think time

Gifted – Extensions for Learning

Tier 1

X	Flexible learning groups	X	Varied pacing with anchor options	X	Varied supplemental material
	Choice of books	X	Work alone or together		Computer mentors
	Homework options	X	Flexible seating	X	Think pair share
X	Use of reading buddies		Varied scaffolding	X	Open-ended activities
	Various journal prompts	X	Varied computer programs		Explorations by interest
X	Student/teacher goal setting	x	Design A-Day	x	Options for competition

Tier 2

	Gifted Ed. Cluster classes	X	Alternative assessments		Community mentorship
	Gifted Ed. Collaboration classes	X	Subject advancement within class	X	Stations
X	Tiered activities		Curriculum compacting	X	Group investigations
	Use of literature clubs		Tiered centers	X	Assess students in multiple ways
X	Multiple testing options		Spelling by readiness	X	Student choice
	Multiple texts		Varying organizers		Simulations

Tier 3

Advanced content (all core content)
Resource classes
Independent /directed study
Socratic seminars

Tier 4

Above grade level accelerated (all core content)
Advanced placement classes
International baccalaureate classes
Internship/mentorship[

Differentiated Instruction *(content, process, product)*

Multi-Level Learners
Beginner – Students will focus more on soccer skills leading into conversions
Intermediate – On task, perfection of conversions in play simulation
Advanced – Students can advance to game play sooner due to advance knowledge of skills and understanding of rules.

Assessment evidence *(formative, summative)*

Formative Assessments:
 Written Orientation quiz
 Teacher observation during activities

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Focus on Teaching and Learning



DeKalb County School District Resources	Internet	X	Soccer Balls	X	Jerseys
	Audio/visual aids	X	Course syllabus	X	
	Handouts		Video clips	X	
	White boards	X	Portable Goals	X	
	Cones- boundaries	X	Mini cones-goalie box	X	

Daily Lesson Plans for Monday

Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	
Work Period	C.V. Day- See lesson plans for C.V. day
Closing (evaluate)	

Daily Lesson Plans for Tuesday

Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students to jog 2 laps around the track to get warmed up. What the 3 sports is speedball comprised of? What are the different ways to convert the ball to the air?
Work Period	<p>Introduction of speedball→ What 3 sports is speedball comprised of? Soccer, basketball and football; Begin working on the skills of kicking a soccer ball. It is considered a non-contact sport despite having elements of football. It uses the kicking of a ball like in soccer, passing and defense like in basketball, and some scoring like in football.</p> <p>Drill #1: Have students split into four groups and work on the proper mechanics of kicking a soccer ball to a peer (instep of their foot, opposite foot pointing to where they want the ball to go; not kicking the ball with their toe box) Challenge: add a defender in the middle and play “monkey in the middle”; if the defender gets the ball, then the person who kicked the ball is now the “monkey” and trying to get the ball.</p> <p>Aerial Conversions: begin introduction of the way a ball can be converted from the ground to their hands</p> <ol style="list-style-type: none"> Roll up: student stands with the ball in between their feet. Using either their left or right foot, roll the ball up the opposite leg and bend over at the waist to get the ball once it is fully off the ground (about shin level). The ball CANNOT be picked up off the ground. Two-Foot Lift: student stands with the ball in between their feet. They hop up, keeping the ball in between their feet and lifting it off the ground. Once the ball is in the air, the student then leans forward and grabs the ball from between their feet. One-Foot Lift: Student stands with one foot on top of the soccer ball. They use pressure to roll the ball backwards, lifting it with one toe, and then catching the ball once it is in the air. <p>Drill #2 →Have students break off into their same groups as before. The ball starts on the ground like in regular soccer. The ball is kicked using proper kicking mechanics to a peer. That peer is then to practice any of the 3 conversions previously discussed. Have them focus not on the speed of converting the ball, but proper skills and mechanics. Once they have converted the ball, have them place it back on the ground and then kick it to another peer. Each time, have them try a different conversion so they can get comfortable and work on the skills of all 3 conversions.</p> <p>Teacher: Walk around and make sure all students are able to appropriately kick the ball to another teammate and is able to convert the ball to the air. Work with students one on one for those who are having a tough time understanding the concept.</p> <p>How can converting the ball to an aerial ball be used as a strategy in a game?</p>
Closing (evaluate)	Review performances and requirements Review rituals and routines

DCSD Instructional Planning Instrument



Focus on Teaching and Learning



DeKalb County School District Daily Lesson Plans for Wednesday	
	Dress out
Pre-Instructional Activity	Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up Name and describe the three conversions we went over the day before.
Work Period	<p>Continue to introduce new rules</p> <ul style="list-style-type: none"> Scoring in speedball → <p>Field Goal: 3 points; ball is kicked into the goal just like in a traditional soccer game</p> <p>Touchdown: 1 point; the ball is thrown in the air to another teammate who is across the end zone area; very similar to a touchdown in football</p> <p><u>Other ways of scoring, but will not be used in P.E. class</u></p> <p>Drop Kick: 2 points; the ball is drop kicked through the up rights from outside the end zone</p> <p>Penalty Kick: 1 point; this is a result of a contact foul against the defending team. The ball is kicked from the penalty mark into the goal with a goalie defender.</p> <ul style="list-style-type: none"> You cannot use your hands in speedball unless it has been converted to an aerial ball Once the ball has been converted to an aerial ball, you can either: <ul style="list-style-type: none"> →pass the ball to a teammate →hold the ball for 3 seconds and then pass to a teammate →take 3 steps, air dribble to self, then take 3 steps and pass to a teammate <ul style="list-style-type: none"> Goalie→ They have the same rules as every other player. They do not get special privileges. If the ball is played on the ground, then they can defend it with their feet or covert it to an aerial ball and return it in the air. If the ball is in the air, and you want to pass the ball like in soccer, then you must use a drop kick to convert the ball from the air and hands to the ground. <p>Drill #1→ Have students warm up working on the drill they finished yesterday working on their conversions. If they are getting more comfortable, then have them work on the speed of getting the ball from the ground to the air.</p> <p>Challenge→ Once the ball has been converted to the air, either pass it in the air and have the other student drop kick it to the ground; OR once converted, drop kick the ball to the ground and then pass it back to another student.</p> <p>Drill #2→ Soccer Dribbling Have the students get into groups of three, two students on one side and another student on the other side. The pair of students will start with the ball. The students will work on soccer dribbling by working on keeping the ball close to their body and developing a good control of the ball. The first student of the pair will dribble the ball to the one student, who will then dribble to the opposite side.</p> <p>Drill #3→ Dribble tag Have each player take a ball and dribble it around while trying to tag opponents. Players must have their ball under control the entire time; they cannot tag another player if they do not have their ball under control or if it is noticeably too far off their feet. Players also must keep the ball under control while tagging. Players may not take the ball from another player and may not take it once someone is tagged, or they have hit their ball out they must move to a different place and practice juggling and ball control. The game can be played either with one tagger which is periodically switched or with everyone for themselves. They must stay inside the boundaries set up based on the cones.</p>
Closing (evaluate)	Review rules of speedball discussed at the beginning Review rituals and routines
Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up How can you score in the game of speedball?
Work Period	Ask students to recite rules they learned the day before.

	<p>Warm up→ Continue to have students work in teams, warming up with the previous drill of kicking the ball to a teammate, converting the ball to an aerial ball, and then passing it to a teammate either in the air or drop kicking it back to the ground and kicking it to another teammate.</p> <p>After about 5-10 minutes of warm-up, have the students come back together to discuss how a speedball game is started.</p> <p>→Speedball is started just like in a soccer game at mid field. The ball is kicked forward to another teammate while all other teammates remain behind the mid field line. The only difference is once the ball has been kicked to a teammate, that teammate may then convert the ball to an aerial ball.</p> <p>→There is no physical contact in the game of speedball.</p> <p>→ If two opponents are holding the ball simultaneously, then it is considered a jump ball like in basketball.</p> <p>→If a ball is going out of bounds on the sideline, then it is thrown in by the other team (like in soccer). The teammate gaining possession of the ball can either let it bounce on the ground and play it like soccer, or catch it and keep it an aerial ball.</p> <p>Drill #1→ Working down the field In their same teams, have teams work on offensive strategies and scoring the ball without any defenders, keeping the ball in the air and only throwing to teammates. Have students start at their own goal and allow them to use any offensive strategies and work down the field to score.</p> <p>After a few minutes, bring the class back together and ask the following questions: What worked for you to moved down the field? Did everyone on your team touch the ball? What can you work on to improve your chances of scoring?</p> <p>Allow teams to go back and work on the same drill using different strategies they heard from others.</p> <p>**This drill can take some time getting used to depending on the skill level and comfort the students have with soccer, converting the ball, and throwing the ball.**</p> <p>Challenge #1→ Have teams start with the ball on the ground and then working on converting the ball to an aerial ball and/or drop kicking it back down to play it like soccer. Challenge #2→ once groups are getting the hang of moving the ball up field, pair up teams and add in defense.</p> <p>Once all teams have been able to practice with defense, bring back together and ask the following questions: What did you have to do once defense was added in to move the ball down the field?</p>
Closing (evaluate)	Review offensive and defensive strategies Review rituals and routines
Daily Lesson Plans for Friday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	
Work Period	Choice Day- See lesson plan for choice day
Closing (evaluate)	Review components of fitness Review rituals and routines
<p>DCSD RCD Aligned Lesson Plan Template Components of this lesson plan may change according to the needs of the students</p>	

Daily Lesson Plans for Monday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	
Work Period	C.V. Day- See lesson plans for C.V. day
Closing (evaluate)	

Daily Lesson Plans for Tuesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students to jog 2 laps around the track to get warmed up. Compare the offensive and defensive strategies that are common to other sports
Work Period	Briefly discuss all rules of speedball to get students to refresh their memories. Have students create their own teams (MUST BE CO-ED) and team names (other ways to create teams→ give each student a colored card and have the colors get together and they are a team; have a “draft” by picking team captains and having them select their teams in private while the other classmates are playing a trial game of speedball; or create the teams by yourself). Once the teams have been created, place them in a round robin tournament so that every team is able to play everyone. This will determine seeding for the double elimination bracket play. 2 fields set up so that all teams can play Games are 6 minutes each If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores wins. If this continues on too long, then it will result in a tie. Once the whistle has been blown, come back together to determine who plays next so it can keep moving.
Closing (evaluate)	Review performances and requirements Review rituals and routines

[DCSD RCD Aligned Lesson Plan Template](#)

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DCSD Instructional Planning Instrument



Focus on Teaching and Learning



Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up Get students
Work Period	Continue on with round robin play. 2 fields set up so that all teams can play Games are 6 minutes each If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores, wins. If this continues on too long, then it will result in a tie. Once the whistle has been blown, come back together to determine who plays next so it can keep moving.
Closing (evaluate)	Review rules of speedball discussed at the beginning Review rituals and routines

Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up How can you score in the game of speedball?
Work Period	Continue on with round robin play.

	<p>2 fields set up so that all teams can play Games are 6 minutes each If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores wins. If this continues on too long, then it will result in a tie. Once the whistle has been blown, come back together to determine who plays next so it can keep moving.</p> <p>At the end of tournament play, determine seeding for the following week double elimination bracket play.</p>
Closing (evaluate)	<p>Review offensive and defensive strategies Review rituals and routines</p>
Daily Lesson Plans for Friday	
Pre-Instructional Activity	<p>Dress out Roll call Students can stretch while they are sitting at role call waiting.</p>
Opening	
Work Period	<p>Choice Day- See lesson plan for choice day</p>
Closing (evaluate)	<p>Review components of fitness Review rituals and routines</p>
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Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	
Work Period	C.V. Day- See lesson plans for C.V. day
Closing (evaluate)	
Daily Lesson Plans for Tuesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students to jog 2 laps around the track to get warmed up. Compare the offensive and defensive strategies that are common to other sports
Work Period	Briefly discuss all rules of speedball to get students to refresh their memories. Teams will begin double elimination bracket play. This allows a team that may still be working on converting the ball or still figuring out the game be able to still win the tournament. 2 fields set up so that all teams can play Games are 6 minutes each (time can be increased or decreased depending on class time) If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores wins. If this continues on too long, then it will result in a tie. Once the whistle has been blown, come back together to determine who plays next so it can keep moving.
Closing (evaluate)	Review performances and requirements Review rituals and routines
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DCSD Instructional Planning Instrument



Focus on Teaching and Learning

DeKalb County WEEK 3



Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up Get students
Work Period	Continue on with double elimination bracket play. 2 fields set up so that all teams can play Games are 6 minutes each (time can be increased or decreased depending on class time) If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores wins. If this continues on too long, then it will result in a tie. Once the whistle has been blown, come back together to determine who plays next so it can keep moving.
Closing (evaluate)	Review rules of speedball discussed at the beginning Review rituals and routines
Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	Students jog 2 laps for warm-up How can you score in the game of speedball?
Work Period	Continue on with double elimination bracket play. Award the championship team! 2 fields set up so that all teams can play Games are 6 minutes each (time can be increased or decreased depending on class time)

	<p>If there is a tie, then the teams will play for another minute to get a winner. If they are still tied, then sudden death...next team that scores wins. If this continues on too long, then it will result in a tie.</p> <p>Once the whistle has been blown, come back together to determine who plays next so it can keep moving.</p>
Closing (evaluate)	<p>Review offensive and defensive strategies</p> <p>Review rituals and routines</p>
Daily Lesson Plans for Friday	
Pre-Instructional Activity	<p>Dress out</p> <p>Roll call</p> <p>Students can stretch while they are sitting at role call waiting.</p>
Opening	
Work Period	Choice Day- See lesson plan for choice day
Closing (evaluate)	<p>Review components of fitness</p> <p>Review rituals and routines</p>
<p>DCSD RCD Aligned Lesson Plan Template</p> <p>Components of this lesson plan may change according to the needs of the students</p>	