**TT1: Long-Range Plan**

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| **Teacher’s name** | | | Colby Coulter |  | **Contract level** | | | 2nd Year | |
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| **District** | | | FCSD |  | **School** | Fairfield Middle School | | | |
|  |  | | |  |  | |  | | |
| **Academic year** | | | 2017-2018 |  | **Evaluation period** | | | | X Preliminary ☐ Final |
|  |  | | |  |  | |  | | |
| **Course** | | Physical Education/Health - 7th/8th Grades | | | | | | | |

Section I: **Student Information** (Key Element 1.A)

* ***Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.***

*(Check one of the following two options.)*

☐ The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

X The student information is described in the table below.

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| **Important Student Information** (Key Element 1.A) | | |
| **Factor**  *(e.g., gender, SES, reading levels)* | **Description**  *(in terms of your students)* | **Source(s)**  *(if needed)* |
| Gender | 22 Females across 4 classes, 86 males across 4 classes | PowerTeacher |
| SES | 100% free and reduced lunch | SC Report |
| Ethnicity | 7% White  1% Hispanic  90% AA |  |
| IEP/504/Health Concerns | Asthma - 5  Accommodations/Modifications - 10  BIP - 3 | SE Teachers/Nurse |
| Interests | Boys top 3 picks:   1. Basketball 2. Football 3. Dodgeball   Girls top 3 picks:   1. Basketball 2. Dodgeball 3. Kickball | Class Survey |

* ***Reflect on the student information*** *(Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

Gender - important because of interest in material may vary from gender to gender. For example, my all girls 8th grade class voted for dance, volleyball, and kickball as their top sports while the boys voted football, basketball, and kickball. The one-sided ratio of boys to girls helps me line up our material across the year

Section II: **Long-Range** **Learning and/or Developmental Goals** (Key Element 1.B)

* ***Describe the long-range learning/developmental goals that you have established for your students in the subject/course.***

*(Check one of the following two options.)*

☐ The long-range learning and/or developmental goals are described in a separate document. (Note: A copy of this document must be included in the dossier.)

X The long-range learning and/or developmental goals are described in the table below.

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| **Long-Range Learning and/or Developmental Goals**  (Key Element 1.B) |
| TSW participate and be exposed to a multitude of sports, health, and fitness opportunities that they can use to be physically active individuals post-graduation. |
| TSW develop or improve skills that will allow them to be successful in sport/activity gameplay and increase willingness to participate in future opportunities. |
| TSW be advised on different learning and practice strategies that can be used across all other curriculum. |
| TSW instructed in the psychomotor, cognitive, and affective domains based on the South Carolina Physical Education Standards (2014). |
| TSW will be introduced to alternative methods of fitness including the use of technology to make fitness more fun and meaningful. |
| TSW learn what it means to be a leader and a follower and understanding the meaningful relationship between both. |
| SC Physical Education Standards Grades 6-8 Overview:  Standard 1: demonstrates competency in many movement forms and proficiency in a few movement forms  Standard 2:applies movement concepts and principles to the learning and development of motor skills  Standard 3:exhibits a physically active lifestyle  Standard 4:achieves and maintains a health-enhancing level of physical fitness  Standard 5:demonstrates responsible personal and social behavior in physical activity settings  Standard 6:demonstrates understanding and respect for differences among people in physical activity settings  Standard 7: understands that physical activity provides the opportunity for enjoyment, challenge, self expression and social interaction. |
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* ***Reflect on the long-range learning and/or developmental goals*** *(Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

Each goal is meaningful in the overall health of the student. Our psychomotor goals will prepare the student participate in a multitude of sports while becoming physically fit. Cognitive goals will focus on the student's development study skills while challenging the student to focus on high-order thinking. Lastly, our affective goals guide the student to work with all backgrounds of peers while coming together as a team to reach a goal.

Section III: **Instructional Units** (Key Element 1.C)

* ***Describe the instructional units, in sequence, for this course.***

*(Check one of the following two options.)*

☐ The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)

X The instructional units are described in the table below.

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| **Unit Topic or Description**  (Key Element 1.C) | **Unit Length**  (i.e., approximate number of lessons) |
| Striking/Fielding Games (Kickball, Baseball, Softball)   * The student will know how to apply mature patterns of locomotor, nonlocomotor, and body-management while participating in modified versions of team sports. * The student will combine skills competently to participate in a modified version of individual and team sports, demonstrating mature patterns of manipulative skills. i.e. catching * The student will demonstrate use of strategies for attacking and defending space in varied activities. * The student will use basic offensive and defensive positioning while playing a modified version of a sport. * The student will know how to develop game strategies for offensive and defensive play. * The student will understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities. * The student will resolve interpersonal conflicts with sensitivity to the rights and feelings of others. | 1 week |
| **Net/Wall Games (Tennis, Volleyball, Badminton)**   * The student will know how to apply mature patterns of locomotor, nonlocomotor, and body-management while participating in modified versions of team sports. * The student will combine skills competently to participate in a modified version of individual and team sports, demonstrating mature patterns of manipulative skills. i.e. volleying * The student will demonstrate use of strategies for attacking and defending space in varied activities. * The student will use basic offensive and defensive positioning while playing a modified version of a sport. * The student will know how to develop game strategies for offensive and defensive play. * The student will understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities. * The student will resolve interpersonal conflicts with sensitivity to the rights and feelings of others. | 3 weeks |
| **Invasion Games (Football, Basketball, etc)**   * The student will know how to apply mature patterns of locomotor, nonlocomotor, and body-management while participating in modified versions of team sports. * The student will combine skills competently to participate in a modified version of individual and team sports, demonstrating mature patterns of manipulative skills. i.e. shooting/throwing * The student will demonstrate use of strategies for attacking and defending space in varied activities. * The student will use basic offensive and defensive positioning while playing a modified version of a sport. * The student will know how to develop game strategies for offensive and defensive play. * The student will understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities. * The student will resolve interpersonal conflicts with sensitivity to the rights and feelings of others. | 8 weeks |
| **Yard Games (Bocce, Horseshoes, Cornhole)**   * Students will learn the dimensions and materials needed for yard games. * Students will create and demonstrate the rules of a yard game. * Students will develop or improve basic skills relating to each game; i.e underhand throw in cornhole. * Students will try new things and willingly participate. | 1 week   (if applicable) |
| **FitnessGram/Physical Fitness Domains**   * Students will identify and explain the 5 domains of physical fitness * Students will create a poster advocating for physical fitness using one specific domain. * Student will collaborate with a group to advocate for physical fitness. * Students will identify and explain ways to improve over physical fitness using the 5 fitness domains. * Students will participate in FitnessGram assessments that examine their overall fitness and compare it to national averages. * Students will monitor and work to improve their own physical fitness over the course of 18 weeks. | 1 week |
| **Health (Sex Educ when applicable, AAOD, Relationships)**   * Identify the physical, mental, and emotional changes that occur during adolescent growth and development. * Identify the components of emotional well-being. * Identify common personal health problems of adolescents. * Demonstrate understanding of disorders and diseases that affect body systems (e.g., HIV/AIDS and other STIs) and possible prevention strategies. * Distinguish between appropriate and inappropriate use of alcohol, tobacco, and other drugs and substances. * Understand the need for responsible planning in starting a family. | 2 weeks |
| **Team Building - Affective**   * The student will communicate as both a leader and a follower * The student will demonstrate teamwork in both partner and large group activities by being an active participant. * The student will describe the character traits of being a leader. * The student will identify conflicts and ways to resolute them. * The student will demonstrate the ability to work with all economic/social backgrounds of students. * The student will be willing to listen and contribute in a group and partner environment. | 1 week |
| **Targeting games (archery, bowling)**   * The student will show honesty by counting the points themselves. * The student demonstrates good form on the stance. * The student nocks the arrow correctly. * The student draws and anchors the bowstring correctly. * The student releases the arrow correctly. * The student shoots six arrows so that at least two arrows stay fixed in the target. * The student will resolve interpersonal conflicts with sensitivity to the rights and feelings of others. * The student will know basic skills and safety procedures to participate in archery. | 1 week |

* ***Reflect on the instructional units*** *(Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

  Students receive one semester (18 weeks) of physical education/health. This sequence will be repeated for new students to the course in the second semester. Sequence of units is based off of student interest. Students voted which sports were most important to them and I created the sequence based off of their votes and paired these sports with those similar in rules/tactics to create a more achievable learning environment. Unit length is 1 week per sport/activity unless more time is needed. This allows a wide array of sports to be introduced in a short time period.

Section IV: **Assessment of Student Performance** (Key Element 1.D)

* ***Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.***

*(Check one of the following two options.)*

☐ The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

X The assessment information is described below.

     Pre-/Post- tests of each unit are given before each unit. For most, this is given verbally by the teacher asking for student knowledge of the sport/activity. In other units, observations by the teacher will assess student physical skills guided by a rubric. The affective domain assessments are given after team/cooperation activities where the students are asked how their peers interacted with other in the group/team. Evaluation criteria depends on the domain being tested, but is typically assessed by a rubric, observation, or written test that is created using the South Carolina Physical Education Standards. Scores will be recorded in the PowerTeacher application as well as the teacher’s personal gradebook. Pre-/Post-test scores will be compared when applicable.

* ***Reflect on student performance*** *(Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student’s overall progress and achievement in the course?*

     My assessments are all guided by the standards given in the South Carolina Physical Education Standards (2014). Each assessment will ensure mastery of the standard given that the student completes the assessment with a fair score. Rubrics list the exact criteria needed for a student to be successful while study guides outline the cognitive material that will be assessed on pen/paper tests. Appropriate and corrective feedback will be given by the teacher when applicable. Teacher contact information is always openly available for parent/teacher relationship to remain positive and benficial for the student.

Section V: **Classroom Management** (Key Element I.E)

* ***Describe your expectations for student behavior during instruction and during noninstructional routines. Write your description as though you were explaining these expectations to your students and their parents.***

*(Check one of the following two options.)*

☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)

X The explanation for student classroom behavior during instruction and during noninstructional routines is described below.

  Because our environment is so quick paced and requires students to lead skill practice, students must be prepared to listen when needed and lead by example. When listening to lecture, students must be attentive to learn new skills/tactics that will make them successful. During practice, it is up to the student to use the instructions given to complete practice and repetitions of skills. Both of these, lecture and individual practice, improve skills that will allow the student to be successful in gameplay. If steps are skipped or misunderstood and not corrected, the final product (gameplay) will not be a successful one.

* ***Reflect on classroom management*** *(Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

     Due to the 50 minute time frame of the class, transitions are the key element in my classroom. Our typical lesson consists of 3-4 transitions including lecture, closed skill practice, open skill/tactic practice, and gameplay. To maximize repetitions which, in-turn, would increase student ability, our transitions must be quick and organized. For this to be successful, explanations of tasks must be specific, yet understandable when given by the teacher. Students must also “buy-in” to the multiple transition scheme and realize that this format will improve their skills.

Section VI: **Additional Teacher Comments** *(optional)*