**Teacher: \_\_Ravard/Lewis/Walker\_\_ Unit Title: Procedures and Expectations Subject: PE/Health**

**Estimated Timeframe: \_\_\_\_2 weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Standard(s)**  | [CCSS.ELA-LITERACY.SL.9-10.1.A](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.[CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **CCSS Priority Standard:** | [CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/)Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| **Summative Assessment(s)**  | **Group Present:****Students will be grouped randomly with a mixture of 6th, 7th and 8th graders. Each group of no more 10 students will be asked to pick out a hat of classroom procedures and expectations. Groups will be given 5 minutes to prepare. Each group then performs the stated expectation and the antithesis of that expectation. The other groups on white boards on a 1-4 scale will do grading. Each score will need to be justified orally to the group performing and then calculated to score**  |
| **Essential Questions** | **What are our policy and procedures for our classes?****What is a classroom expectation and why are they given?****Why are policies and procedures needed?****What does active participation mean and not mean?** | **Cross-Curricular Connection:**  | **English**  |
| **Additional Standards:**  | **Bloom’s and D.O.K.** | **Timeframe:** | **SMART Objectives** | **Assessments/Activities** |
| [CCSS.ELA-LITERACY.SL.8.1.D](http://www.corestandards.org/ELA-Literacy/SL/8/1/d/)Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | **Level ONE: Remember****Level TWO: Understand**  | **One week** | **Students will find and explore the websites that will house their syllabus’.****Students will orally demonstrate and physically apply the policies and procedures that will govern their PE/Health Courses over the 2015-2016 school year.** | **“Scripted” Kick Ball:**Students will split into two teams of kickball. Through the game of kickball, students will be unknowingly, modeling positive and negative behaviors (referenced in our management plans) and having those behaviors dictate full group discussion about The WHAT”S & WHY about those behaviors.WHATS: What is being shown why a student(s) behavior/effort etc**Quiz:**Students to be quizzed on Weebly navigation and topics about our websites |
| [CCSS.ELA-LITERACY.SL.8.3](http://www.corestandards.org/ELA-Literacy/SL/8/3/)Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Level ONE: Remember****Level Four: Create** | **One Week** | **Students will practice and demonstrate their understanding and mastery of the decorum and grit that is expected of all of them in this years PE/Health Department.** | **“ACT OUT”****Students will be grouped in no more than 10 students. Students will choose from a series of questions that were guiding principles of the last two weeks explanation of expecations. Under a specific time limit students will plan out and then show/act out proof of mastery, and the antithesis of mastery in the form of a SKIT or Song.. Students will be graded by other group on a scale of 1-4 and be asked to provide the “WHY” or justification for their grades.** |
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