

Task 1 - Contextual Information and Learning Environment Factors

A. General Contextual Information for Community, District, and School in Narrative Form (limited to 1 page)

Community:

I am located in a large city in southeast Kansas. The aircraft industry is a major employer for the community it resides in. There is a airforce base located in the city. The community has 3, 4-year colleges located in the city, and a few junior colleges located nearby. Public transport while is available is not a common source of transportation for the community.

District:

The school district in 2019, had an enrollment of 49,953 students. It is diverse with 35% being Hispanic, 32% being white, 20% being African-American, and 13% being of a different ethnicity. The school district has a high percentage of economic disadvantage students at 78%. It is a large district with more than 50 elementary schools in the district and 13 high schools. The school district is made up of the city's boundaries. In 2019, the district had a 2.8% drop out rate and a attendance rate of 92.9%. This year at the start of the year school required grades 6-12 to be fully remote. But, allowed optional remote based school for grads k-5.

School:

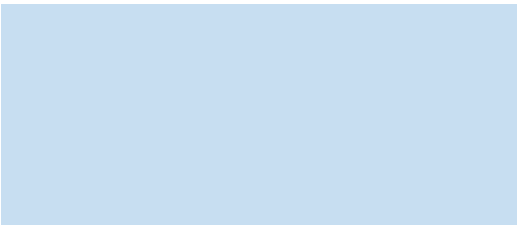
I am located at a small school with a population of 372 students in 2019. The school has a norm of only 2 classes per grade k-5. In addition, a few pre-school and mixed ability classes. It's a very tight knit community that supports each other. It is located on the west side of the city in a urban area. Theres been a economic shift in the school over the past decade. Houses in the area went from owned to rented. Theres also been a shift in diversity and acceptance when it comes to different factors including: tattoos, dyed hair, and divorced parents. Those characteristics used to cause a family to be outcasted but now is more of a norm. The school held 4 of their regular education classes and 1 mixed abilities classes remotely this year.



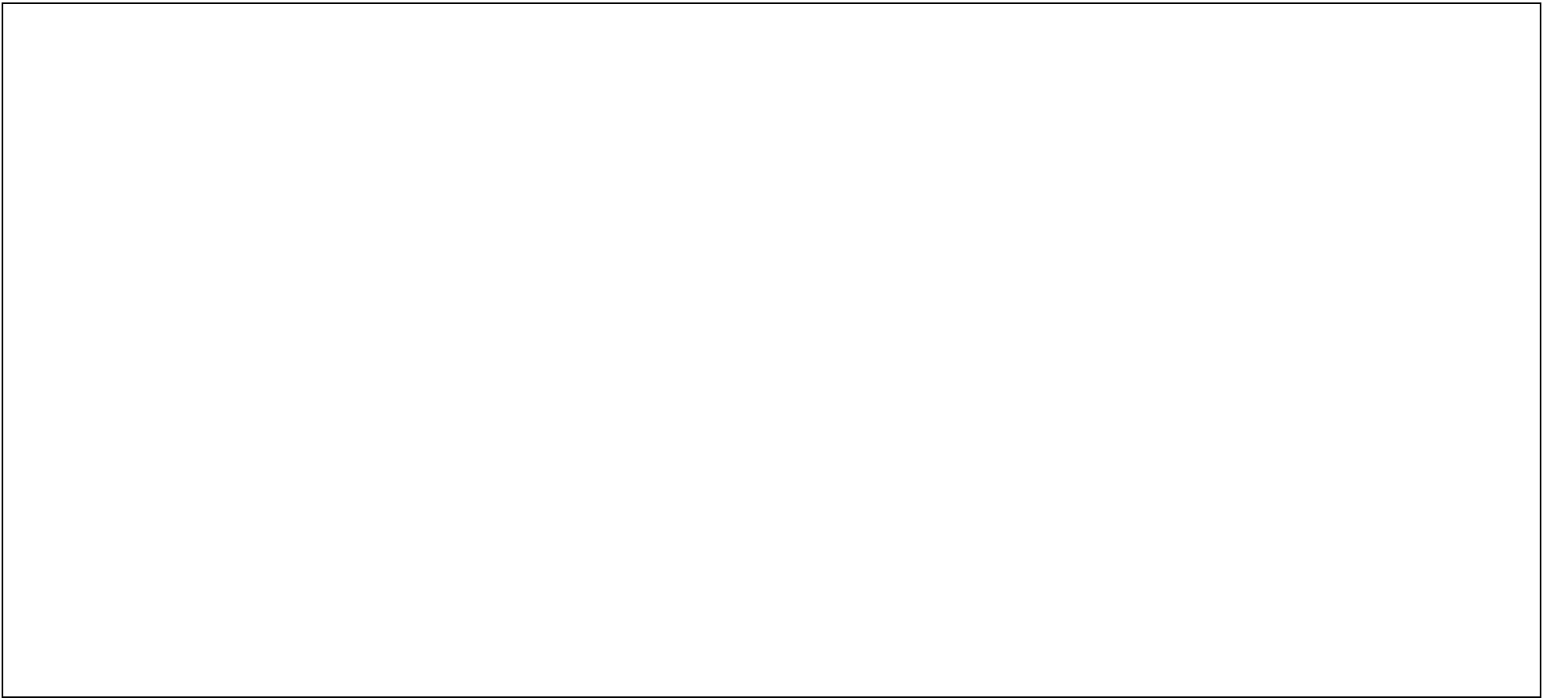
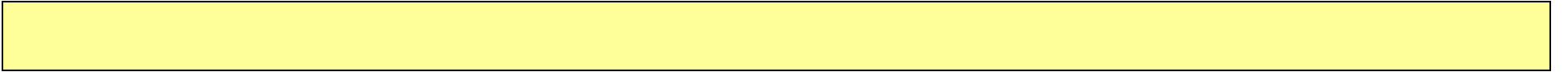
Task 2 - Instructional Design

A. Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)

My reason for I (m)ctivegMinimumk









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handful of students repeatedly but also giving interaction to the students who might be not noticed due to the

Task 4- Self-Evaluation and Reflection

A. Description of Successful Objectives (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.	Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.
Objective 1: The student will be able to dribble the ball at a fast pace showing 3 of the 4 criterias of having mature motor pattern during game play.	I believe this objective was successful because 17 of the 20 students successfully demonstrated dribbling at a fast pace showing 3 of the 4 criterias of a mature motor pattern during game play. When I thought to increase my objective to all 4 criterias then only 11 of the students would have met the objective.
Objective 2: The student will be able to dribble the ball at a slow pace showing 4 of the 4 criterias of having mature motor pattern during game play.	This objective was very successful, 18 of the 20 students accomplished dribbling at a slow pace showing 4 of the 4 criterias of a mature motor pattern.

B. Description of Least Successful Objectives (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your least successful learning objective(s) from the unit.	Explain why these objective(s) were not as successfully met. Give more than one reason for each of the least successful objectives identified.
Objective 3: The student will be able to show an increase of appreciation of soccer related activities on a Likert scale or a max level of five.	This objective was less successful with only 65% showing an increase appreciation for soccer related activities or a max level of 5. Many of the students displayed disinterest during the unit.

Discuss at least TWO things to do differently in the future: **W X U H W R L P S U R Y H V W X G H Q W V T S H U I R U P D Q F H**

For objective number 3, I don't think I made my unit that much fun. I was focused on getting everything in and drilling the skill, I wasn't able to allow student to have much fun in game play.
 For standard number 1, I think I really drilled the start of the unit dribbling, but we started simple and slow. I needed to pick up the pace and push them earlier on to start dribbling while moving at a fast speed.



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C. Reflection on Unit and Implications for Teaching (limited in time) Can it be 320-12.305.6852, an i2 3dt396.tec43h41 74ef10n Jt

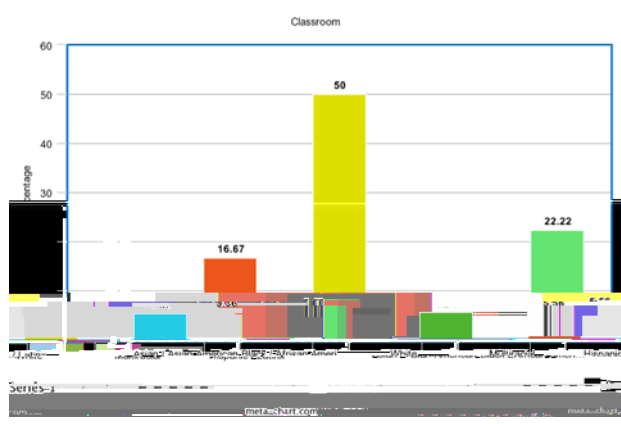
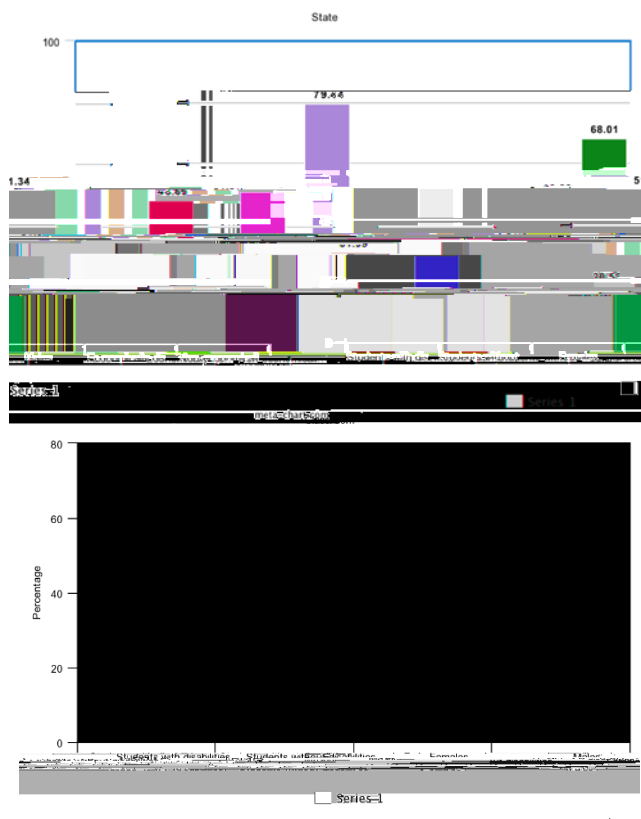
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Go Be Great (Elementary). (2020, September 15). Retrieved September 17, 2020, from <https://openphysed.org/gbgk5>

King, S., Burns, D., Bond, B., Ely, K., Jones, G., King, B., . . . Winter, B. (2018, November 2). 2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION. Retrieved September/October, 2020, from [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/Physical%20Education/2018%20KANSAS%20MODEL%20GLOs%20for%20PE%20by](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/Physical%20Education/2018%20KANSAS%20MODEL%20GLOs%20for%20PE%20by)

APPENDIX A Demographic Data for classroom, school, and district



APPENDIX B Detailed Lesson Plans (2)

Lesson Plan: Day 1

Lesson: Dribbling

Date: 09/23/2020

Grade: 4

Activity Space Needed Soccer Field

Safety Considerations:

- tennis shoes on and they need to be tied
- do not throw, hit, or trip someone with equipment
- Z D W F K Z K H U R L R X W R H P D N H V X U H Z H G R Q T W F R O O L G H

Equipment: (Specifically based upon number of students in the class)

- 1 Jump Rope per student
- 1 ball per student
- 1 copy of KWL and Likert scale per student
- 1 noodle per student
- Hand sanitizer
- Equipment spray

Media: Speaker
Music via phone
PowerPoint
Smartboard/ projector
computer

Student Outcome for this Specific Lesson	Standard/Benchmark (List)	Specific Assessment Activity for Each Outcome
LG #2: student will be able to have control of the ball while dribbling at a slow pace.	Standard 1: Motor Skills: the physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Benchmark: Dribble with feet: Dribble with feet demonstrating a mature motor pattern at varying speeds.	LG #1 Pre-Assessment: Rubric LG #2 Pre-Assessment: Rubric LG #3 Pre-Assessment: Likert Scale

The Student Literacy Outcome for this Specific Lesson is:

- Read **AE** The student will read the instructions of the KWL
- Listen **AE** The student will listen when the teacher is talking



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Speak **Æ** The student will speak when the teacher asks question

Write **Æ** The student will write on the KWL what they know and what they want to learn

Focus or Opening: Using PowerPoint goes over lesson objectives, class rules, safety, and activities for lesson.

Closure: ³You guys did a ___ job outside today participating and working on ball control. Who can name the first/second/third cue of dribbling



Time	Instructional Strategies and Learning Activities	Notes or Reminders	Instructional Cues	Where should students be? How did students get to this formation? (Diagram)	Variations (bold = harder) (italicized = easier)
2 min	Opener: As per above	Drink water			
6 min	On a piece of paper instructions students are to write in the 3 sections: what they know, what they want to know, and then leave the last section blank for now. LG #3: Pre- Assessment on the Likert scale the student is to write how much they enjoy soccer related scale.			At their desks -----board----- X X X X X X X X X X X X X X X X X X X X	
3 min	Transition: Students are to line up in alphabetical order, socially distanced apart, and follow the teacher outside, voices are at a level 0 inside. Once outside they are to take a noodle and a partner and be both noodles length apart, and then put their noodle horizontally	Sanitize hands on the way out	Remember 6 feet apart.		
5 min	Instant Activity: Full Body Rock Paper Scissors Victory Dance: The way you play full body rock paper scissors, is with a partner hopping to rock paper scissors, ON show you make a stance depicting your choice. (scissors = one leg in front of the other Rock = legs together Paper = legs apart parallel to each other) The winner will then do a victory dance and the loser will use partner.		Standard 4 is social		

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	When I say go, the girls then the boys are to line up their noodles along the fence so they may be cleaned and then grab a jump rope. After grabbing a jump rope, they are to go back out be spread apart				
5 min	<p>Fitness: Jump Ropes: ³ 7 K L V k z e h e going to be working on our Cardiovascular Endurance. Does anyone know what that is? So cardiovascular is related to our heart. We want to make sure we have a healthy heart. Endurance means we can do that activity for long periods of time. Mrs. Dee told you guys that I coach Cross Country. It is very important to have good cardiovascular endurance for cross country. What other sport do you think would be important to make sure you can run for a long time? Soccer! You can do a variety of activities to strengthen your cardiovascular endurance other than running. The activity we are going to work on today is jump roping! Did you know jump roping is a very great activity to stay healthy? When music goes, I want you to jump rope / ski jump over/ one- I R R W M X P S R Y H U R U R W K H U Y D U L D W L R Q V</p>			<p>- Soccer goal -</p> <pre> x x x x x x x x x x x x x x - Soccer goal - </pre>	<p>Faster/ backwards/ crossing</p> <p><i>Slower / skipping method</i></p>
2 min	<p>Transition: When I say go, the boys then the girls are to line the jump ropes up along the fence so they may be clean. Then I would like them to grab a soccer ball and spread back out.</p>				
8 min	<p>Skill: Dribbling ³ : H D U H J R L Q J W R E H Z R U N L Q J a very important part of soccer. It is imperative that you always have control of the ball or you risk losing it to an opponent. We are</p>		<p>Keep close to body Tap Tap Eyes forward</p>	<p>- Soccer goal -</p> <pre> x x x x x x </pre>	<p>*(if you got that try with your eyes up. If you got that try doing it faster)</p>



	Line up distantly from their classmates with their soccer ball trapped beneath their foot along the long side of the soccer field.				
8 min	<p>LG #1: Pre-Assessment</p> <p>LG #2: Pre-Assessment</p> <p>Game:</p> <p>Red, Yellow, Green Light Dribble edition:</p> <p>During this activity they are going to line up all along the edge of the field with their ball.</p> <p>When I say red light, they are to be stopped with their ball trapped under their foot.</p> <p>When I say yellow light, I want them to move slowly with ball control towards the opposite side of the field.</p> <p>When I say green light, I want them to move quickly with ball control towards the opposite side of the field.</p> <p>If whenever I say red light their ball is not in control they must go back to the starting line.</p>		<p>Keep close to body</p> <p>Tap, Tap</p> <p>Eyes forward</p>	<p>- Soccer goal ±</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>- Soccer goal -</p>	<p>If they ever lose control must start over</p> <p><i>Give 3 seconds to get control.</i></p>



Lesson Plan: Day 4

Lesson:Dribbling

Date: 10/05/2020

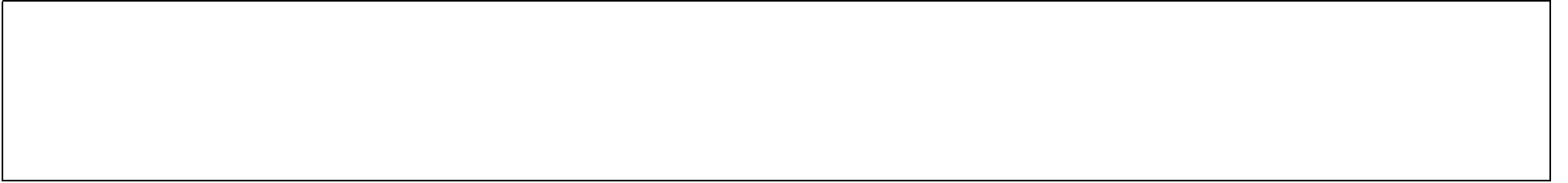
Grade: 4

Activity Space Needed Soccer Field

Safety Considerations: You need to have on tennis shoes on and they need to be tied. At no point do we hit anyone with our equipment unless the game calls for it, which means we only tap. Do not throw the equipment if its not called for. Most importantly make sure you
KDYH ERG\ FRQWURO :KHQ \RX DUH UXQQLQJ ZDWFK ZKHUH \RX DUH JRLQJ WR PD
collide with anyone or thing.

Equipment: (Specifically based upon number of students in the class)
1 ball per student
Hand sanitizer

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Time

Instructional



	<p>Treasure hunt Each group having a hula hoop. All the soccer balls are</p>			<p>X x x x x x x X x x x x X x x x x x</p> <p>O O -soccer goal -</p>	



Student 17				Student 17			
Student 18				Student 18			
Student 19				Student 19			
Student 20				Student 20			

Learning Goal #3 formative assessment: Exit Slip

NAME: _____

LG #3 Formative Assessment

Exit Slip:

Do you enjoy soccer related activities more than you did on day 1? Yes/No: _____

Learning Goal #3 informative assessment: Class Discussion:

Raise your hand if you have enjoyed a soccer related activity during this unit. If your hand is raised when I call your name share which activity you have enjoyed. If your hand is down I want you to share a soccer related activity you would have enjoyed.

