

Grade: 10 Pickleball		Subject: Physical Education	
Materials: Nets, Paddles, Pickleballs, White Board		Technology Needed: Fitness test application	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		<ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	
		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) 	
		<div style="border: 1px solid black; padding: 5px;"> <p>Explain: at the beginning of the class hour the students will be directed to information about the policies and rules of pickleball. They will also be instructed on the court dimensions as well as how specific aspects of the game go.</p> </div> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2.H2.L1* Applies movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities		Differentiation Below Proficiency: Students who are not able to follow instructions and their behavior is inappropriate for the class. Above Proficiency: Students at this level are at the required level for understanding the concepts of pickleball Approaching/Emerging Proficiency: Students at this level are above the median of physical education standards met for this standard. Modalities/Learning Preferences: <i>Bodily/Kinesthetic, & Interpersonal.</i>	
Objective(s) <i>Students Will....</i> 1)Explore the technology of doing an activity that is usually not the favorite activity and incorporating a form of technology into the testing. 2)Analyze The ability of every one of the students to understand in putting the technology with their scores into the application. Also understanding their fitness level. Bloom's Taxonomy Cognitive Level: <i>Remember, Understand, Apply, Analyze, Evaluate, & Create.</i>			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped into pairs to play pickleball with period they will play a couple practice games perfecting their skills that they learned over the course of two days. We will also do a large group activity at the beginning of going over our pickleball skills again.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected and held to the standards that were implemented early in the classroom with behavioral expectations. Students will also be honest with their scores and be timely with staying on task.	
Minutes		Procedures	
5		Set-up/Prep: Students will come into the gymnasium and help set up.	
5		Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be put through a basic warm-up focusing a lot on stretching and mobility. This will allow the students to be fully warmed up to complete the task.	

<p style="text-align: center;">5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) We will explain the dimensions of the court. We will also explain the rules and zones where you can hit the pickleball from. It is extremely important to answer all the students' questions before continuing.</p>
<p style="text-align: center;">30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will first be put through a basic skills workout working on our forehand, backhand, dribbling, and finally are serving. They will then be paired up and play mock pickleball games against each other and fully understand and explore the ideas of playing an actual pickleball game. The students will try to get as many games in as they can with the possible time of class period this will be a great way to implement the competitive aspect before a tournament begins later in the week.</p>
	<p>Review (wrap up and transition to next activity): Reiterate the importance of the lesson and what standards and skills were practiced. Also get feedback on what was more difficult then other things when it came to playing pickleball.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students come prepared physical education class by dressing to the proper attire assessed in the classroom policies during the first couple days. Consideration for Back-up Plan: As a physical education teacher I have a handful of backup ideas in my book, whether that is a team building activity or using a different piece of equipment to still reach the standard.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will do a wrap up reflection on the unit an if effort put in will reach the summative assessment grade that qualifies for a passing grade. If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): r.</p>	