

Englewood Public School District

Physical Education

Grade 8

Unit 4: Speedball, Ultimate Frisbee, and Softball

Overview: Fitness, body awareness and coordination can be achieved through sports and recreational games. Team work and cooperation are emphasized as students must communicate effectively with peers to achieve success in sports and recreational games Students can apply skills learned in sports and recreational games in the future to develop well-rounded lives, achieving social, emotional and physical health.

Time Frame: One Marking Period

Enduring Understandings:

Understanding how critical aerobic exercise is to the overall health of an individual.

Body awareness and coordination are necessary components of a well-grounded individual.

Cooperation within a team/group is necessary for success in all areas.

Students will learn how to incorporate team strategy and cooperation into real life situations and also learn why it is considered a lifelong recreational sport.

Students learn the basic skills and rules of the game of softball and how to apply it into a lifelong recreational activity.

Essential Questions:

What components of fitness does speedball encompass?

How does team handball increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

What components of fitness does Ultimate Frisbee encompass?

How does team handball increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

What are the basic skills and rules for the game of softball?

Standards	Topics and Objectives	Activities	Resources	Assessments
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Comprehensive Health and Physical Education

2.5.8.A.1

Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.6.B.3

Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1

Topics

Speedball

Objectives

Students will know and be able to:

- Explain the safety rules of each activity
- Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate the ability to use effective interpersonal skills
- To learn and practice good sportsmanship and teamwork
- To acquire self-discipline, self-control, and self-confidence
- Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
- Demonstrate proper technique when dribbling a soccer ball.
- Demonstrate proper technique when passing a soccer ball.

In small groups, students will collaborate to identify all of the sports that are represented in speedball. They will then choose 1 of those sports to research its' history. Students will then create a blog on the school's website sharing their findings. **(WHST 6-8.6)(WHST 6-8.8)(NJSL SL 8.1)**

- Cardio Warm up and Flexibility
- Safety rules, equipment and precautions
- Dribbling drills
- Passing drills
- Trapping drills
- Heading drills
- Converting from ground to air drills
- Throw-in drills
- Defending
- Small group activities
- Small sided games (3v3, 4v4 etc)
- Class v. Class games

Speedball Tactical Games Approach, Physical Education with a Purpose

Speedball Lesson, Grade 8, Bently Sparks

Equipment:

- Hockey nets
- Gator skin ball/indoor soccer ball
- Scoreboard
- Pinnies

Speedball Tactical Games Approach, Physical Education with a Purpose, <https://charlaphysed.weebly.com/speedball.html>

Speedball Lesson, Grade 8, Bently Sparks, <http://bentleysparks.wikispaces.com/Lesson+Plans>

HHP Communities Middle School Speedball Unit, Georgia State University PE Lesson Plan, http://www.hhpcommunities.com/metzler/index.php?option=com_content&view=article&id=61:tgfu-middle-school-speedball-unit&catid=47:tactical-games&Itemid=63

PE Central, Tap Ball, <http://www.pecentral.org/lessons/ViewLesson.asp?ID=8561#.Wgxsx0dryX0>

Speedball Screencast, Kristen O'Barr, <https://youtu.be/e2LThvH7EbC>

Teacher Resources:

Formative Assessments:

- Teacher-Student Observations
- Level of skills and improvement through play
- Students' knowledge of rules through play

Summative Assessments:

HHP Communities Middle School Speedball Unit, Georgia State University PE Pre and Post Assessment Plan, http://www.hhpcommunities.com/metzler/index.php?option=com_content&view=article&id=61:tgfu-middle-school-speedball-unit&catid=47:tactical-games&Itemid=63

HHP Communities Middle School Speedball Unit, Georgia State University PE Assessment Plan, http://www.hhpcommunities.com/metzler/index.php?option=com_content&view=article&id=61:tgfu-middle-school-speedball-unit&catid=47:tactical-games&Itemid=63

- Psychomotor
- Cognitive
- Affective

Benchmark Assessments:

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Demonstrate proper technique when chipping a soccer ball.
- Demonstrate proper technique when trapping a soccer ball.
- Demonstrate proper technique when shooting a soccer ball.
- Demonstrate proper technique when heading a soccer ball.
- Demonstrate proper technique when catching the ball as a goalkeeper
- Demonstrate proper technique when punting the ball as a goalkeeper
- Demonstrate proper technique when converting the ball from the ground to the air
- Play safe, play fair and have fun!

HHP Communities Middle School Speedball Unit, Georgia State University PE Lesson Plan:

- Pre Test
- Maintaining Possession of the Ball
- Attacking the Goal
- Maintaining Possession of an Aerial Ball
- Attacking the Goal
- Defending the Goal
- Creating Space in the Attack
- Defending Space
- Winning the Ball

PE Central, Tap Ball

Speedball: Beginning Lesson, Connie Lavergne
<https://youtu.be/Q2u5qc5e14s>

How to Play Speedball, Jason Juteau,
<https://youtu.be/ZmfkiVkfzfsQ>

Speedball, Ignite Sports,
<https://youtu.be/bljj3EmTO8w>

Speed Ball Lesson Plan, Kristin Obarr, Prezi,
http://prezi.com/xizw_apldr1v/?utm_campaign=share&utm_medium=copy&rc=ex0share

Common Formative Assessment

Alternative Assessment:

- Self-assessment
- Peer Reflection
- Rubrics

Comprehensive Health and Physical Education

2.5.8.A.1

Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2

Topics

Ultimate Frisbee

Objectives

Students will know and be able to do:

- Demonstrate proper throwing and catching skills
- Demonstrate a basic knowledge of offensive and defensive skills.

Students will read an article about the obesity as an epidemic and summarize the article, citing from the text.
(NJSLs RI 8.1)(NJSLs RI 8.2)

Students will work in teams to brainstorm ways that they (young people) can impact this

Equipment:

- Frisbees
- Cones
- Scoreboard
- Pinnies

Student Text:
 Obesity as an Epidemic-
<https://newsela.com/read/world-obesity/id/4206/>

Frisbee Unit Plan, Justina Strecker, CUNE, 2012,
<http://wp.cune.org/justinas>

Formative Assessments:

- Teacher Checklist of backhand throw, forehand throw, and pancake catch
- Written exam regarding the rules and history of Ultimate Frisbee
- Students will write a paragraph identifying how

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Apply all rules and skills learned to game play.
- Improve their cardiovascular endurance.
- Apply their knowledge of the Ultimate Frisbee rules to complete a game.
- Display increased skills development with throwing and catching a Frisbee.
- Be able to state how Frisbee can be played throughout one's life.
-

problem. (NJSLS SL 8.1)

- Cardio Warm up and flexibility
- Teacher lecture and demonstration of backhand throw and catches (thumb up and thumb down)
- Skill drills and practice-line drills, keep away, cutting drill
- Teacher lecture and demonstration of rules and game play

Frisbee Unit Plan, Justina Strecker, CUNE, 2012

A Collection of Ultimate Frisbee Unit Plans, BC Ultimate, CA

Ultimate Frisbee Unit, Australian Flying Disc Association

Ultimate Frisbee Lesson Plans, Utah University, Brenda Hale - Forearm Throws

Why Ultimate Frisbee for your class?, Gym Class Ultimate Frisbee.com lesson plans:
1. Getting started
2. The Disc
3. Scoring
4. Defending

trecker/files/2012/12/frisbee-block-plan.pdf.

A Collection of Ultimate Frisbee Unit Plans, BC Ultimate, CA,
<http://bcultimate.ca/wp/wp-content/uploads/2014/04/BC-Grade-7-Unit.pdf>.

Teaching Ultimate to Grade 7 & 8, Australian Flying Disc Association,
<https://d36m266ykvepgv.cloudfront.net/uploads/media/Y6Cs8vYumB/o/820week20lesson20plan.pdf>.

Ultimate Frisbee Lesson Plans, Utah University, Brenda Hale - Forearm Throws
www.home.utah.edu/~u0001584/Project3/frisbee_day1_lessonplans.pdf

Why Ultimate Frisbee for your class?, Gym Class Ultimate Frisbee.com lesson plans,
<https://gymclassultimatefrisbee.com/>

Frisbee Unit Plan, Mesa Sports,
www.mesasports.org/pe/pe_jh_units/files/frisbee_full_unit_15_days.doc

8 Week Lesson Plan for Ultimate Frisbee, Dublin Youth Ultimate,

Frisbee can be a lifetime sport

Summative Assessments:

Jennifer Marshall, Ultimate Frisbee Assessments,
<https://sites.google.com/site/jmarshallportfolio/assessments/ultimate-frisbee-assessments>

Basic Backhand Rubric, page 14, USA Ultimate
https://www.usultimate.org/assets/1/Page/Teaching%20Ultimate_beta3.pdf

Alternative Assessment:

- Peer Assessment Rubric for Ultimate Frisbee, Mr. Taylor, Somerset School,
<https://www.nplainfield.org/cms/lib/NJ01000402/Centricity/Domain/756/Rubric-%20Ultimate%20Frisbee%20Peer%20Assessment.docx>.
- Student self assessment following game play

5. Self-Officiated Ultimate

www.peai.org/wp-content/uploads/2014/04/8-Week-Set-of-Lesson-Plans.pdf

Frisbee Unit Plan, Mesa Sports:

1. Throws
2. Group Jigsaw
3. Skills Development
4. Spin Jammers
5. Frisbee Softball
6. Frisbee Golf
7. Frisbee Written Test

Rhythms of Life Disc Skills Curriculum, USA Ultimate, <https://www.usultimate.org/assets/1/Page/ROL%20Disc%20Curriculum%208.31.2007.pdf>.

8 Week Lesson Plan for Ultimate Frisbee, Dublin Youth Ultimate:

- Lesson 1 – Introduction
- Lesson 2 – Throwing to a moving target
- Lesson 3 – Forehand throw
- Lesson 4 – Throwing on either side
- Lesson 5 – Cutting (attacking)
- Lesson 6 – Clearing (making space)
- Lesson 7 – Defending
- Lesson 8 – Competition day

Rhythms of Life Disc Skills Curriculum, USA Ultimate

Comprehensive Health and Physical Education

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill

Topics	Objectives	Equipment:	Formative Assessments:
Softball	Students will look at data around weight loss and apply what they know about interpreting measurement data. (8.SP.1)	<ul style="list-style-type: none"> • Softballs • Bases • Softball Bats • Scoreboard <p>Biggest Loser Math:</p>	<ul style="list-style-type: none"> • Students will write a paragraph describing safety procedures when playing baseball • Written assessment regarding the rules and

practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Students will learn the rules and concepts
- Students will learn and practice the skills of swinging, throwing, catching and running
- Students will apply the skills in a game situation
- Students will understand how the activity can be used as a lifelong recreational activity

Grades 6-8 Softball Lesson Plans, Baltimore City Public School System

Softball Unit Plan, Mesa Sports:

- Overhand Throwing
- Catching and Fielding
- Pitching
- Base Running
- Softball Stations
- Pepper
- Home Run Game
- Softball Game
- Softball Test

Baker P.E. Softball Unit, Livonia Public Schools, MI:

- Proper throwing technique
- Field positions
- Hitting
- Pitching
- Playing

PE Central Softball Lesson Plans:

- Throwing Multiplied
- Compare and Contrast Softball and Baseball
- Striking – Toss and Hit
- Slow Pitch Softball

Softball Unit Plan, Meg's Fun Physical Education Web Site:

- Throwing
- Catching and Fielding
- Batting
- Base Running

<http://www.mathalicious.com/lessons/the-biggest-loser-classic>

Grades 6-8 Softball Lesson Plans, Baltimore City Public School System, <https://www.bcps.org/.../LV%20Lesson%20Plans/PEGr6-8%20Softball.pdf>

Softball Unit Plan, Mesa Sports www.mesasports.org/pe/pe_jh_units/files/softball_full_unit_15_days.doc

Baker P.E. Softball Unit, Livonia Public Schools, MI, <https://msu.edu/~bakers12/Sofball%20Unit%20Plan.html>

Softball Unit Plan, Meg's Fun Physical Education Web Site, http://meg_stauffer.tripod.com/megsPEwebsite/id9.html

Softball Unit, Tri-Valley School District: www.tri-valley.k12.oh.us/userfiles/479/Classes/24026/Softball%20Lessons.pdf

Softball Activities, Great Activities, PE Matters!

- Lacrosse Baseball, <https://greatactivitiesonline.com/lacrosse-baseball/>

concepts related to baseball

- Teacher checklist of students performance when swinging, throwing, catching and running
- Teacher observation of student strategies during game play

Summative Assessments:

Batting Assessment, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=12773#.WgxXNUdryX0>

Softball Skills Assessment, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2370#.WgxXYEdryX0>

Throwing and Catching, PE Central Softball Assessment, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2370#.WjGPsUtG1Bw>

Alternative Assessment:

- Self-assessment
- Peer Reflection
- Rubrics

- Rules

Softball Unit, Tri-Valley School District:

- Partner Throw and Catch
- Ground Ball Mania
- Pitch and Catch
- Batting Practice

Softball Activities, Great Activities, PE Matters!

- Lacrosse Baseball
- Half Ball
- Three Team Mush Ball

Students will write a reflection about how the fitness activities that they have learned can assist in maintaining a healthy weight. (NJSLs W 8.10)

- Half Ball, <https://greatactivitiesonline.com/half-ball/>

- Three Team Mush Ball, <https://greatactivitiesonline.com/three-team-mushball/>

Teacher Resources:

Baseball in the Classroom – Teacher Resources, Teacher Vision, <https://www.teachervision.com/baseball-classroom>

Batter Up! Baseball-Themed Resources, Education World, http://www.educationworld.com/a_lesson/baseball-lessons-and-activities.shtml

Key Vocabulary:

Speedball

Aerial ball - A ball, which has been raised from the ground by the foot or from a throw-in. The ball must be caught on the fly. The aerial ball may be thrown from person to person.

Ground ball - A ball touching the ground either rolling or bouncing.

Dribble - A series of small kicks forward keeping the ball under control.

Drop kick - The player drops the ball and kicks it just after it touches the ground.

Pass - (throwing) - An aerial ball which may be thrown with one or two hands.

Penalty kick - A drop kick is taken from the penalty kick mark. This kick is taken when a defending player commits a violation inside of their penalty area.

Punt - The player drops the ball and kicks it before it touches the ground.

Throw-in - Any type of throw from outside the side line or goal line. All other players must be 5 yards away. Taken when the ball goes out of bounds.

Toss-up - A jump ball taken by opposing players facing the opponents goal. All other players must be 5 yards away. No one may score directly from a toss-up.

Trapping the ball - To stop the flight of the ball by securing it under one foot, between both feet or between the front of the legs and the ground.

Ultimate Frisbee

Brick - A pull that is untouched by the receiving team and lands out of bounds.

Blade - A forehand throw that is thrown high in the air and falls hard and fast to the left side.

Disc in - signals the opposing team that the disc is coming into play

Dump - A throw to a person who is usually used as a safety valve. Normally someone that is standing close or even behind the thrower for an easy outlet.

Foot Block - When the foot is used to block a pass immediately after it releases the player's hand

Force - A tactic used by the defending team to force the thrower into a specific type of throw, or force them to throw to a specific area of the field.

Hack - Foul

Hammer - A forehand grip that is thrown over the head.

Handler - The person with the ultimate disc.

Hospital Throw - A throw that stays in the air for a long time, allowing multiple players to be going for the disc at the same time, thus increasing the chances for injury.

Huck - A long throw that extends at least half the distance of the field in an attempt to reach a downfield receiver

Layout - A diving catch or diving to defend the ultimate disc

Mark - Similar to a force, but the defender is attempting to block all possible throws by moving arms and legs to get in the way of the throw. Contact is not allowed.

Pick - Stepping in front of the disc while on defense and either catching or knocking it down

Pull - A long throw that starts play and initiates the opposing team's possession. This is used in a similar way to the kickoff in football

Scurvy - One of the ultimate embarrassments for a defender. It is the act of faking out the defender so bad that they believe the disc has been released.

Sky - When a player grabs or defends the ultimate disc at a much higher point than the other players on the field

Stack - offensive strategy that lines up offensive players one behind the other as they each break a separate way in an attempt to get open

Swing - Throwing the ultimate disc across field usually to reset the stall count or open up a different side of the field, this throw is not necessarily intended to move the disc closer to the goal line.

Softball

Ball – A pitch which does not enter the strike zone and is not struck at by the batter.

Base – The four points of the baseball diamond (first through third bases and home plate) that must be touched by a runner in order to score a run.

Batter – The offensive player who is currently positioned in the batter's box.

Batter's Box – Either of the areas next to home plate where the batter stands during his time at bat.

Double Header – Two games played in immediate succession.

Double Play – A defensive play in which two offensive players are put out as a result of one continuous action.

Dugout – The seating area for team members not currently on the playing field.

Fair Ball – A legally batted ball that settles on or over fair territory.

Fly Ball – A ball which goes high in the air when batted.

Foul Ball – A batted ball that lands on foul territory between home plate and first base or third base, bounds past first or third base on or over third territory, first touches foul territory beyond first or third base, or touches a player, umpire or any object not part of the playing field while over foul territory.

Home Plate – The base over which an offensive player bats, and to which he must return after touching all three bases in order to score a run.

Home Run – A play in which the batter makes it safely around all bases and back to home plate without stopping.

Inning – That portion of the game within which the teams alternate on offense and defense and in which there are three outs for each team. Each team's time at bat is a half-inning.

Line Drive – A ball which is batted directly to a fielder without touching the ground.

Out – A declaration by the umpire that a player who is trying for a base is not entitled to that base.

Pitch – The ball delivered by the pitcher to the batter.

Run – The score made by an offensive player who has rounded the bases and returned to home plate.

Safe – A declaration by the umpire that a runner who is trying for a base has not been tagged or forced out, and is therefore entitled to that base.

Single – A play in which the batter safely makes it to first base.

Strike – A legal pitch when so called by the umpire.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners

- Provide simplified math problems
- Peer support during math problems
- Relate to sports in students home country if new-comer
- Videos should include closed captions in student’s native language (as appropriate)
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Label classroom materials
- Word walls

Special Education

- Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- During math problems, work with a partner
- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Provide prompts and reminders
- Break tasks into manageable chunks
- Provide concrete examples and relate all new movements

At-Risk

- Simplified math problems
- Give directions/instructions verbally and in simple written format.
- Provide simplified word problems
- Peer Support
- Reminders can be provided
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Provide analogies (this is like...)
- Using visual demonstrations,

Gifted and Talented

- Students can continue to research the safest ways to lose weight and present findings to another class
- Students can “correct” peers math problems
- Students can create more complex word problems for teacher to solve
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content (other sports)
- Real world scenarios
- Student Driven Instruction

	<p>to previously learned moves (practice kicking into the air first).</p> <ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form 	<p>illustrations, and models</p>	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

[WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[WHST.6-8.8](#). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Math:

8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Integration of Technology Standards NJSL 8:

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.