

# Englewood Public School District

## Physical Education

### Grade 6

#### Unit 3: Volleyball, Wiffleball, and Racquet Sports

**Overview:** Motor skills and physical fitness will be emphasized through games and sports, such as volleyball, racquet sports and wiffle ball. Cooperation, communication and sportsmanship are a focus as students engage in team games that will also work on their coordination and balance. Lifelong fitness habits are developed as students engage in games that can be played for recreation.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- *Volleyball can be a lifelong activity.*
- *Volleyball is becoming very popular on a global basis.*
- *Wiffleball (baseball) can be a lifetime activity.*
- *Playing wiffleball can be an effective way to increase fitness.*
- *Teamwork and communication are essential to ensure the best possible results during game play.*

**Essential Questions:**

- *What skills are necessary to be successful in volleyball?*
- *Why are teamwork and communication important in volleyball?*
- *What fitness components are necessary to be successful in volleyball?*
- *What skills are necessary to be successful in wiffleball (baseball)?*
- *Why are teamwork and communication important in wiffleball?*
- *What fitness components are necessary to be successful in wiffleball?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health and Physical Education</u></b></p> <p><b>2.5.6.A.1</b></p> <p><b>Explain and perform movement skills that combine mechanically correct movement in</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Volleyball</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will:</p>	<p>Introduce the positions and rules of the game.</p> <p>Students will watch a video and read an article about hijabs for athletes. Students will determine the author’s point of view, and discuss in</p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Volleyballs</li> <li>• Nets</li> <li>• Standards</li> <li>• Scoreboards</li> <li>• Projector and laptop</li> </ul> <p>Hijabs in Beach Volleyball:</p>	<p><b>Formative Assessment:</b></p> <p>Teacher observation of participation</p> <p><b>Benchmark Assessment:</b></p> <p>Common Formative Assessment</p> <p><b>Summative Assessments:</b></p>

smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

#### 2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

#### 2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

#### 2.5.6.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

#### 2.5.6.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance

- Develop the skill of passing a volleyball
- Develop the skill of setting a volleyball
- Develop the skill of serving a volleyball
- Learn the positions on the court and the rotation of players to serve
- Learn the rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

small groups. (NJSLs RI 6.6) (NJSLs SL 6.1)

Grade 6 Volleyball Unit, University of Victoria

A Coaching Plan for the First Month of the Volleyball Season, The Art of Coaching Volleyball

The Underhand Serve, Mohammed Asim Ghazi, Hotchalk Lesson Plans

Volleyball Unit, Glynn School District, GA

Volleyball Unit Plan, Steven Baker, Livonia Public Schools:

- Underhand Serve
- Bump and Set
- Rule of the Game and Game Play
- Hitting
- Bum, Set, Hit and Team Play
- Teamwork, Communication and Game Play

Volleyball Deck of Cards, PE Central

Volleyball Battleships, PE Central

Scrambled Eggs, PE Central

<https://www.youtube.com/watch?v=KDZBLwYtubU>

Student Text:  
Hijabs for athletes:  
<https://newsela.com/read/sports-hijabs-high-school/id/31723/>

Grade 6 Volleyball Unit, University of Victoria,  
[https://web.uvic.ca/~thopper/WEB/452/Units\\_2007/BryceLyndsey/Site\\_2/Home.html](https://web.uvic.ca/~thopper/WEB/452/Units_2007/BryceLyndsey/Site_2/Home.html)

A Coaching Plan for the First Month of the Volleyball Season, The Art of Coaching Volleyball,  
<https://www.theartofcoachingvolleyball.com/a-coaching-plan-for-the-first-month-of-the-volleyball-season/>

The Underhand Serve, Mohammed Asim Ghazi, Hotchalk Lesson Plans,  
<http://lessonplanspage.com/pe-underhandvolleyballserves412-htm/>

Volleyball Unit, Glynn School District, GA,  
<http://flashmedia.glynn.k12.ga.us/webpages/srevels/curriculum.cfm?subpage=13829>

Volleyball Unit Plan, Steven Baker, Livonia Public Schools,

Grade 6 Volleyball Unit, Kyle Ross, Plymouth State University, Volleyball Assessment, Pre and Post Assessments,  
<http://www.plymouth.edu/eportfolio/artefact/file/download.php?file=136583&view=20839>

PE Central,  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2104#.WjAgt0tG1Bw>

Volleyball Set Assessment, PE Central,  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5963#.WjAhvEtG1Bw>

#### Alternative Assessments:

- Performance assessment of students' pass, set and underhand serve in terms of arm and hand placement, lower body position and follow through
- Self-Reflection

sportsmanship-like behavior.

### 2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

### 2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Serving Up Baskets, PE Central

<https://msu.edu/~bakers12/Volleyball%20Unit%20Plan.html>

Volleyball Rotation, PE Central

Volleyball Deck of Cards, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=132664#.WjAgfktG1Bw>

Volleyball 4 Square, PE Central

Y-Coach Volleyball Lessons:

Volleyball Battleships, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=12206#.WjAg40tG1Bw>

- 4 x 2 Pepper Drill
- 10 Ball Wash Drill
- Corner Drill
- Greed Drill
- Set-Set-Hit Drill
- Two vs. Two Drill

Scrambled Eggs, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=10577#.WjAhJ0tG1Bw>

- Three Volleyball Passing Drills

Serving Up Baskets, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=9903#.WjAhO0tG1Bw>

Volleyball Unit, Anne and Mary Wenstrom

- Introduction
- Lead Up Games
- Safety and Equipment
- Block Plan
- Scope and Sequence
- Basic Rules
- Terms
- Skills Analysis
- Skill Drills

Volleyball Rotation, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=9073#.WjAhd0tG1Bw>

Volleyball 4 Square, PE Central,  
<http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=2192#.WjAhmktG1Bw>

Students research online about other athletes that would be considered

“different”. They will write a reflection about what they learned from their research and the article they read earlier as well as their own experiences. Was it a positive or negative experience? Why? (NJSLW 6.10)

4 x 2 Pepper Drill - <http://y-coach.com/CD/Volleyball - 4 X 2 Pepper Drill.htm>

10 Ball Wash Drill - <http://y-coach.com/CD/Volleyball - 4 X 2 Pepper Drill.htm>

Corner Drill - <http://y-coach.com/CD/Volleyball - Corner Killer Drill.htm>

Greed Drill - <http://y-coach.com/CD/Volleyball - Greed Drill.htm>

Set-Set-Hit Drill - <http://y-coach.com/CD/Volleyball - Set - Set - Hit Drill.htm>

Two vs. Two Drill - <http://y-coach.com/CD/Volleyball - Two VS Two Drill.htm>

Three Volleyball Passing Drills - <https://www.active.com/volleyball/articles/3-volleyball-passing-drills>

#### **Teacher Resources:**

Teaching and Training Youth Volleyball for Grades 1-6, VolleyshopGLC, Youtube, <https://youtu.be/xkRDLwZmRPY>

## **Comprehensive Health and Physical Education**

### **2.5.6.A.1**

**Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

### **2.5.6.A.2**

**Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.**

### **2.5.6.B.1**

**Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities**

### **2.5.6.B.2**

**Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.**

<b>Topics</b>	<b>Wiffleball Activities, Tripod:</b>	<b>Equipment:</b>	<b>Formative Assessments:</b>
<b>Wiffleball</b>		<ul style="list-style-type: none"><li>• Wiffleball</li><li>• Wiffleball bat</li><li>• Bases</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation of participation</li><li>• Student demonstration of proper form and technique of skills learned throughout the unit</li></ul>
<b>Objectives</b>			
<ul style="list-style-type: none"><li>• Fitness warm-up</li><li>• Proper throwing technique</li><li>• Proper catching technique</li><li>• Proper batting technique</li><li>• Concepts of base running</li><li>• Basic rules and strategies of the game of baseball</li><li>• Learn and perform in game play</li></ul>	<p>Wiffleball Unit of Study, Plymouth State University</p> <p>Over the Line Wiffle Ball, PE Central</p> <p>Wiffle Ball, Kentucky Continuous Instructional Improvement Technology System</p> <p>Fun Baseball Drills, Baseball Zone:</p> <ul style="list-style-type: none"><li>• Five Grounders in a Row</li><li>• Wide Receiver</li><li>• Line Drive Derby</li><li>• Pitchers Ladder</li><li>• Play Catch Warm Ups</li><li>• 5 Tennis Balls</li><li>• 3 High 3 Direct</li></ul> <p>Wiffleball Lesson Plan, TeAchnology</p>	<p>Wiffleball Unit of Study, Plymouth State University, <a href="http://www.plymouth.edu/epoportfolio/artefact/file/download.php?file=105268&amp;view=18156">http://www.plymouth.edu/epoportfolio/artefact/file/download.php?file=105268&amp;view=18156</a>.</p> <p>Over the Line Wiffle Ball, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=813#.WjKU0tG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=813#.WjKU0tG1Bw</a></p> <p>Wiffle Ball, Kentucky Continuous Instructional Improvement Technology System, <a href="http://www3.wayne.kyschools.us/userfiles/237/Classes/11764/WiffleBallWeek6.pdf">www3.wayne.kyschools.us/userfiles/237/Classes/11764/WiffleBallWeek6.pdf</a></p> <p>Wiffleball, Tripod, <a href="http://igreen.tripod.com/gerpe/id12.html">http://igreen.tripod.com/gerpe/id12.html</a></p> <p>Fun Baseball Drills, Baseball Zone, <a href="http://www.baseballzone.com/fun-baseball-drills">http://www.baseballzone.com/fun-baseball-drills</a></p> <p>Wiffleball Lesson Plan, TeAchnology, <a href="http://www.teach-nology.com/lessons/ltn_pln_v">http://www.teach-nology.com/lessons/ltn_pln_v</a></p>	<p><b>Summative Assessments:</b> Wiffleball Quiz, ProProfs Quiz Maker, <a href="https://www.proprofs.com/quiz-school/story.php?title=wiffleball-quiz">https://www.proprofs.com/quiz-school/story.php?title=wiffleball-quiz</a></p> <p>Wiffle Ball Skill Assessment, IRubric, <a href="https://www.rcampus.com/rubricshowc.cfm?sp=true&amp;code=DX78578&amp;">https://www.rcampus.com/rubricshowc.cfm?sp=true&amp;code=DX78578&amp;</a></p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"><li>• Self-assessment</li><li>• Peer assessment</li></ul>

**2.5.6.C.1**

**Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.**

**2.5.6.C.2**

**Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.**

**2.6.6.A.2**

**Determine to what extent various activities improve skill-related fitness versus health-related fitness.**

**Comprehensive Health and Physical Education**

**2.5.6.A.1**

**Explain and perform movement skills that**

Wiffle Ball Unit of Study, Woodland Hills School District, Allen Murray:

- Kickball/Wiffleball
- Base Running
- Catching

Student will read an article and watch videos about engineering a new type of bat. **(RST 6.1)(RST 6.7)(RST 6.8)**

Students will apply what they know about Newton’s Third Law, and the engineering design process, as they discuss the article and videos in small groups. **(MS-PS2-1)(NJSL SL6.1)**

[www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc](http://www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc)

Wiffle Ball Unit of Study, Woodland Hills School District, Allen Murray, [www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc](http://www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc)

**Teacher Resources:**

Wiffle Ball Basics, Wiffle Boy 28, Youtube, <https://youtu.be/aOkuOLQ4AUG>

Wiffle Ball Pitching Tutorial, MLM Wiffle Ball, Youtube, <https://youtu.be/SH0TTEicFmY>

Wiffle Ball Rules, RecSports, University of Florida, [http://recsports.ufl.edu/images/uploads/docs/Wiffle\\_Ball\\_-\\_SU15.pdf](http://recsports.ufl.edu/images/uploads/docs/Wiffle_Ball_-_SU15.pdf).

Student Text:  
Engineering Bats  
<https://scienceworld.scholastic.com/issues/2016-17/050817/a-better-bat.html-1190L>

**Equipment:**

- Racquets
- Birdies
- Balloons
- Low nets

**Formative Assessments:**

- Teacher observation
- Question and answer group discussion

Topics	Objectives	Equipment:	Formative Assessments:
Racquet Sports	Students will brainstorm some of the terminology related to racquet sports. Students will work in groups to define words they	<ul style="list-style-type: none"> <li>• Racquets</li> <li>• Birdies</li> <li>• Balloons</li> <li>• Low nets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Question and answer group discussion</li> </ul>

combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.6.A.2**

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

**2.5.6.B.1**

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

**2.5.6.B.2**

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

**2.5.6.C.1**

Compare the roles and responsibilities of players and observers and recommend

- Students will learn the different skill shots (Drop Shot, volley, Overhand Clear)
- Students will develop better hand-eye coordination
- Students will use previously learned skill in a game play setting
- Students will create their own strategies while playing with partners or as individuals

will read and use while learning about racquet sports. (NJSL RI 6.4)

HPE Activities Racquet Sports Activities:

- Keep Up
- Target Game
- Lead Up Games
- Singles Badminton Strategies
- Doubles Badminton Strategies
- Badminton Etiquette

Knee Ping Pong, PE Central

Throw and Catch Tennis, PE Central

Service Anyone? PE Central

Badminton Unit of Study, Lampasas Independent School District, Texas

PE Central Tennis Stations!

Racket Skills Circuit Station Cards, TES

Badminton Detail Lesson, SCRIBD

Students will solve multi-step word problems using

**Charts:**

- Physical Education Word Wall

Knee Ping Pong, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10454#.WjKW6ktG1Bw>

Throw and Catch Tennis, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=811#.WjKXIUtG1Bw>

Service Anyone? PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2005#.WjKXiktG1Bw>

Badminton Unit of Study, Lampasas Independent School District, Texas <https://www.lisdtx.org/cms/lib/TX02215761/Centricity/Shared/School%20Health/Badminton%204-5.pdf>.

Central Tennis Stations! [http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132673#.Wgxo\\_EdryX0](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132673#.Wgxo_EdryX0)

Racket Skills Circuit Station Cards, TES, <https://www.tes.com/teaching-resource/racket-skills-circuit-station-cards-6193352>

**Summative Assessments:**

Racquet Sports Assessments

6<sup>th</sup> Grade Racquet Sports, Unit 2 Unit Checklist and Rubric, Pete Paxton, Glenn Hopkins and Lena Caucum, Woodburn School District, <http://www.woodburnsd.org/wsd-curriculum/wp-content/uploads/PE-GR6-U2-Racquet-Sports.docx>

**Alternative Assessment:**

Peer Assessment

Self-Assessment

strategies to enhance sportsmanship-like behavior.

#### 2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

#### 2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

information about tennis greats. (6.NS.B.3)

Badminton Detail Lesson, SCRIBD, <https://www.scribd.com/document/272044770/Badminton-Detail-Lesson-Plan>

#### Teacher Resource:

Balloons and Paddles to Learn and Practice Elementary Racquet Sports Skills, Rob Traquair, UMS PE, Youtube, <https://youtu.be/nISsB8hnCDU>

Math in Tennis:

[https://res.cloudinary.com/ithf/raw/upload/v1471546475/Game\\_Set\\_Math.pdf](https://res.cloudinary.com/ithf/raw/upload/v1471546475/Game_Set_Math.pdf)

### Key Vocabulary:

#### Volleyball

- **Ace** – A serve that results directly in a point, usually when the ball hits the floor untouched on the receiving team's side of the court
- **Assist** – Passing or setting the ball to a teammate who attacks the ball for a kill.
- **Block** – A defensive play by one or more front row players meant to intercept a spiked ball.
- **Dink** – A one-handed, soft hit into the opponent's court using the fingertips.
- **Hit** – To jump and strike the ball with an overhand, forceful shot.
- **Jump Serve** – The server uses an approach, toss, takeoff and serves the ball with a spiking motion while in the air.
- **Open-up** – To step away from the ball's path in receiving serve.
- **Overhand Pass** – A pass with both hands open, and controlled by the fingers, with the face below the ball.
- **Serve** – One of the six basic skills; used to put the ball into play.
- **Spike** – Also hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.
- **Underhand Serve** – A serve performed with an underhand striking action.

## Wiffleball

- **Ball** – Pitch that travels outside the strike zone that the batter does not swing at.
- **Bases Loaded** – Situation where there is a runner on every one of the bases.
- **Foul** – A ball hit outside the two foul lines or tipped behind the batter while batting. Foul = strike unless the batter has two strikes in which case they re-pitch.
- **Home Run** – Fair ball hit over the outfield fence and between the two foul poles. All runners on a base advance to home plate scoring a run.
- **Strike** – A ball that a batter swings at and misses, hits foul, or fails to swing at that crosses the strike zone. 3 strikes = 1 out.
- **Strike Out** – An out resulting from a batter getting 3 strikes.
- **Walk** – The batter automatically advances to 1<sup>st</sup> base after the pitcher throws 4 balls.

## Racquet Sports

- **Backswing** - the motion of a swing that moves the racquet into position to swing forward and strike the ball. Baseline - the line indicating back of the court.
- **Court** - the area where a tennis game is played.
- **Crosscourt** - hitting the tennis ball diagonally into the opponent's court
- **Deuce** - when the score in a game is 40 to 40.
- **Drop volley** - a drop shot from a volley Fault - a service that is not in play.
- **Forehand** - a tennis swing where the player hits the tennis ball from behind their body. Often the forehand is the players best stroke.
- **Game point** - one point away to win the tennis game.
- **Love** - zero points in a tennis game.
- **Match point** - when one tennis player only needs one more point to win the entire match

## **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 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/](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 requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide simplified word problems</li> <li>● Relate to sports in students home country if new-comer</li> <li>● Videos should include closed captions in student’s native language (as appropriate)</li> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Label classroom materials</li> <li>● Word walls</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Provide prompts and reminders</li> <li>● Break tasks into manageable chunks</li> <li>● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first).</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change movement requirements</li> <li>● Focus on student’s attempts instead of precise form</li> </ul>	<ul style="list-style-type: none"> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide simplified word problems</li> <li>● Peer Support</li> <li>● Reminders can be provided</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Review behavior expectations and make adjustments as needed.</li> <li>● Provide analogies (this is like...)</li> <li>● Using visual demonstrations, illustrations, and models</li> </ul>	<ul style="list-style-type: none"> <li>● Students can continue to research about diversity in sports outside of class</li> <li>● Students can prepare questions that would ask in an “interview” with the athletes they learned about</li> <li>● Students can “correct” peers math problems</li> <li>● Students can create more complex word problems for teacher to solve</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content (other sports)</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

NJSLS RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLS RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

NJSLS W 6.10 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.

NJSLS SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS/Companion Standards:**

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text

**Science:**

MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.\*

**Math:**

6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

**Integration of Technology Standards NJSLS 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.

**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.