

| <b>Clarity for Learning Planning Template</b>   |  |
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| Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.<br>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.   |  |
| <b>Concepts (Nouns)</b><br>Motor skills such serving involve striking an object.<br><br>Rules can be changed to make an activity more enjoyable.  | <b>Skills (Verbs)</b><br>Serving is an important skill for many volleyball related activities<br><br>Modify rules to make physical activities more enjoyable.  |
| <b>Learning Progressions</b><br>Serving<br>1. Students have learned to manipulate objects with their hands in a variety of ways, including striking an object. During the volleyball lessons, applying these skills to a specific game and specific task are explored and refined.<br>Rules<br><ul style="list-style-type: none"> <li>Rules are taught for the physical education setting and for specific activities and students are taught to analyze why rules are needed. In the 3-5 curriculum students begin to think critically about rules and how to modify game rules to enhance enjoyment.</li> </ul> |  |
| <b>Learning Intentions (I am learning to...)</b>  | <b>Success Criteria (I know I'm successful when...)</b>  |
| I am learning to serve a volleyball.<br><br>I am learning to be able to modify rules to increase enjoyment in sports.   | I know I am successful when I can: <ul style="list-style-type: none"> <li>Serve a volleyball to a wall using 2 of 4 cues.</li> <li>Modify volleyball game rules to make the games more enjoyable.</li> </ul> |