

*Courtney Caram*  
*Year Long Implementation Plan*  
*K-12*  
*Dr. Cone*  
*November 17, 2005*



*Key West High School*  
*Key West Florida*



*“.....The task we seek to accomplish, educating our nation's young, is of tremendous importance. The return that individuals can expect from their education in terms of cultural development, economic gain and emotional security is determined largely by the quality of the education they receive. A good education is the very foundation of good citizenship and the principle instrument in awakening individuals to cultural values, in preparing them for later professional and vocational training, and in helping them adjust successfully to their environment.”*

*Excerpt was taken from the  
Key West High School's School Philosophy*

# Key West, Florida

## Demographical/Geographical information

Key West (latitude 24.555N and longitude -81.782W) is a city with its metro located in Key West-Marathon, Florida. It is the southernmost city in the continental United States. Located in Monroe County, Key West's estimated population in 2003 was 25,031 people. Key West is also the county seat of Monroe County. The median household income for Key West as of a 2000 census was \$43, 021.

The Ethnical breakdown of Key West is as follows:

	Number	Pct
White	21,642	84.9
Black or African American	2,365	9.3
American Indian and Alaska native	99	0.4
Asian	329	1.3
Native Hawaiian and other Pacific islander	14	0.1
Some other race	474	1.9
Two or more races	555	2.2
Hispanic or Latino	4,215	16.5



## Key West High School Demographics

Key West High School	
<b>School Level</b>	High school
<b>School Type</b>	Regular (non-vocational) school
<b>Grades Offered</b>	Grades 9 - 12
<b>Location of School</b>	Large Town
<b>County</b>	Monroe County, FL
<i>Students &amp; Faculty</i>	
<b>Total Students</b>	1301 students
<b>% Male / % Female</b>	54% / 46%
<b>Total Classroom Teachers</b>	80 teachers
<b>Students by Grade</b>	Pre-K - 2 students
	Grade 9 - 409 students
	Grade 10 - 379 students
	Grade 11 - 291 students
	Grade 12 - 220 students
<b>Teacher : Student Ratio</b>	<b>This School</b>
	<b>(FL) School Average</b>
	<b>1:16</b>
	<b>1:17</b>
<i>Students by Ethnicity</i>	<b>This School</b>
	<b>(FL) School Average</b>
<b>% American Indian</b>	1%
<b>% Asian</b>	1%
<b>% Hispanic</b>	20%
<b>% Black</b>	12%
<b>% White</b>	66%
<i>Additional Student Information</i>	<b>This School</b>
	<b>(FL) School Average</b>
<b>% Eligible for Free Lunch</b>	18%
<b>% Eligible for Reduced Lunch</b>	8%
<b>% Migrant Students Enrolled</b>	-

- Total number of school days: 182
- Weeks of Teaching: 36 weeks of school
- 24.6 weeks/ 123 days actual teaching (3 marking periods) of Physical education
  - Grade: 10<sup>th</sup>
  - Half Days will be counted as teaching days
- Although not required in Florida, my year long plan has high school students meeting 5 days a week
- Facilities include a large gymnasium, access to a large pool, a full outdoor complex to accommodate all high school sports
  - Time Per Lesson: 47 Minutes
  - School day hours: 8:50am – 3:45 pm

All students at Key West High School students take three marking periods of physical education and one marking period of health within the 36 week school year.

Marking Period	Start Date	End Date	Curriculum
1	08/01/05	10/6/05	Phys. Ed
2	10/10/05	12/15/05	Health
3	12/19/05	03/10/05	Phys Ed.
4	03/13/05	05/14/05	Phys Ed.

**Block Plan**  
**15 units**

Unit	Start Date	End Date	Sessions	Skills
Ultimate Frisbee	8/1/05	8/17	9 sessions	Passing Catching Spatial Awareness Communication Rules/Strategy Game Play
Rock Climbing	8/18	8/31	7 sessions	Rope Tying Belaying Climbing Communication Safety Vertical/Horizontal Wall
Snorkeling	9/1	9/14	9	Breathing Kicking Paddling Diving Safety

Unit	Start Date	End Date	Sessions	Skills
Soccer	9/15	9/28	10 sessions	Passing Dribbling Spatial Awareness Communication Rules/Strategy Game Play
Cultural Dance	9/29	10/7	7 sessions	Rhythm Steps Cooperation Etiquette
<b>HEALTH</b>	<b>10/9</b>	<b>12/15</b>	<b>45 sessions</b>	

Unit	Start Date	End Date	Sessions	Skills
Weight training	12/16 Introduction to weight room/unit  True start date: 1/5/06	1/20	12 sessions	Safety Technique Goals Arm muscle groups Back muscle groups Chest muscle groups Leg muscle groups
Aerobics	1/23	1/31	7 sessions	Muscular Endurance Cardiovascular Endurance Muscular strength when weights are incorporated Flexibility
Basketball	2/1	2/13	9	Passing Dribbling Spatial Awareness Communication Rules/Strategy Game Play

Unit	Start Date	End Date	Sessions	Skills
Elements of Dance	2/14	2/28	10 sessions	Jazz Hip-Hop Ballet Modern Rhythm Creating Patterns
Track	3/1	3/13	9 sessions	Endurance Relay Long Distance Short Distance Hudle Safety Technique Sportsmanship
Badminton	3/14	3/24	9 sessions	Grip Stance Swing Score Safety Rules



Unit	Start Date	End Date	Sessions	Skills
Football	4/3	4/13	9	Passing Catching Communication Rules/Strategy Safety Game Play
Golf	4/19	5/3	11	Balance/Stance Grip Swing Putting Driving Chipping Rules Strategy
Tennis	5/4	5/18	11	Grip Stance Swing Forehand Backhand Volley Serve Rules Scoring Safety
Bocce	5/19	5/25	4	Grip Throws/Rolls Score Rules Safety

# School Year Calendar




## August 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 - 1 <sup>st</sup> day of school  - begin Ultimate Frisbee unit	5  <b>Frisbee</b>	6
7	8  <b>Frisbee</b>	9  <b>Frisbee</b>	10  <b>Frisbee</b>	11  <b>Frisbee</b>	12  <b>Frisbee</b>	13
14	15  <b>Frisbee</b>	16  <b>Frisbee</b>	17  <b>End Ultimate Frisbee Unit</b>	18 <b>Begin Rock Climbing Unit</b>	19  <b>Rock Climbing</b>	20
21	22  <b>Rock Climbing</b>	23  <b>Rock Climbing</b>	24  <b>Rock Climbing</b>	25  <b>Rock Climbing</b>	26  <b>Rock Climbing</b>	27
28	29  <b>Rock Climbing</b>	30  <b>Rock Climbing</b>	31  <b>Rock Climbing</b>			







## September 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Begin Snorkeling	2 Half day Snorkeling	3
4	5 Labor Day No school	6 Snorkeling	7 Snorkeling	8 Snorkeling	9 Snorkeling	10
11	12 Snorkeling	13 Snorkeling	14 End Snorkeling	15 Begin Soccer Unit	16 Soccer	17
18	19 Soccer	20 Soccer	21 Soccer	22 Soccer	23 Soccer	24
25	26 Soccer	27 Soccer	28 End Soccer Unit	29 Begin Cultural Dance Unit	30 Cultural Dance	



# October 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Cultural Dance	4 Cultural Dance	5 Cultural Dance	6 Cultural Dance  - End MP 1	7 END Cultural Dance	8
9	10  <b>BEGIN HEALTH MARKING PERIOD</b>	11	12	13	14	15
						
16	17	18	19	20	21	22
						
23	24	25	26	27	28	29
30	31					

# November 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
						
6	7	8	9	10	11 Veteran's Day No school	12
						
13	14	15	16	17	18	19
						
20	21	22	23 Thanksgiving break No school	24	25	26
						
27	28	29	30			
						

# December 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
						
4	5	6	7	8	9	10
						
11	12	13	14	15 - End of MP 2 - End of Health MP	16  Introduce weight room/weight training Unit	17
18	19  Begin Winter Break and MP 3	20	21	22	23	24
25	26	27	28	29	30	31

## January 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 END Winter Break	5 Begin Weight Training	6 Weight Training	7
8	9 Weight Training	10 Weight Training	11 Weight Training	12 Weight training	13 Weight training	14
15	16 MLK Day  No School	17 Weight training	18 Weight Training	19 Weight Training	20 END Weight Training	21
22	23 Begin Aerobics	24 Aerobics	25 Aerobics	26 Aerobics	27 Aerobics	28
29	30 Aerobics	31 END Aerobics				


## February 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Begin Basketball Unit	2 Basketball	3 Basketball	4
5	6 Basketball	7 Basketball	8 Basketball	9 Basketball	10 Basketball	11
12	13 End Basketball	14 Begin Elements of Dance Unit	15 Elements of Dance	16 Elements of Dance	17 HALF Day Elements of Dance	18
19	20 President's Day No School	21 Elements of Dance	22 Elements of Dance	23 Elements of Dance	24 Elements of Dance	25
26	27 Elements of Dance	28 Elements of Dance				



## March 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Begin track Unit	2 Track	3 Track	4
5	6 Track	7 Track	8 Track	9 Track	10 End MP 3 Track	11
12	13 END Track Unit Begin MP 4	14 Begin Badminton Unit	15 Badminton	16 Badminton	17 Badminton	18
19	20 Badminton	21 Badminton	22 Badminton	23 Badminton	24 End Badminton	25
26	27 Spring Break	28	29	30	31	



## April 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Begin Football Unit	4 Football	5 Football	6 Football	7 Football	8
9	10 Football	11 Football	12 Football	13 End Football	14 Prof Day No School	15
16	17 Prof. Day No School	18 Prof Day No School	19 Begin Golf Unit	20 Golf	21 Golf	22
23  30	24 Golf	25 Golf	26 Golf	27 Golf	28 Golf	29

## May 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <b>Golf Unit</b>	2 <b>Golf Unit</b>	3 <b>End Golf Unit</b>	4 <b>Half Day</b>  <b>Begin Tennis Unit</b>	5  <b>Tennis</b>	6
7	8  <b>Tennis</b>	9  <b>Tennis</b>	10  <b>Tennis</b>	11  <b>Tennis</b>	12  <b>Tennis</b>	13
14	15  <b>Tennis</b>	16  <b>Tennis</b>	17  <b>Tennis</b>	18  <b>End Tennis</b>	19  <b>Begin Bocce</b>	20
21	22  <b>Bocce</b>	23  <b>Bocce</b>	24 <b>Last Day of School</b>  <b>Bocce</b>	25	26	27
28	29	30	31			

## Resources

Kelly, L., & Melograno, V. (2004). *Developing the Physical Education Curriculum*. Champaign: Human Kinetics.

<http://www.monroe.k12.fl.us/kwh/>

<http://www.greatschools.com>

<http://www.publicschoolreview.com>

Ms. Margaret Dieker M.A  
Secondary Education Teacher  
Eisenhower Middle School  
Freehold, NJ 07728

# Football Unit Plan

## Section A (Overview):

### Background:

- 10<sup>th</sup> Grade
- About 35 students
- 47 minute class

### Unit Rational:

This unit is important for many reasons. First and foremost it will serve as a guide to help the teacher teach football in a sequential order so the student's can learn the sports related skills in the most efficient manner. The unit also will teach listening skills, teamwork, effective communication and leadership skills. The unit will also teach student's sports related skills such as passing and throwing and football strategy. Finally by having a team day and small competition at the end, this unit serves to make football fun so students will continue to play for years to come to maintain their healthy, active lifestyle.

### Resources:

- Maximum 18 footballs/minimum 8
- Chalk board in the gymnasium
- Cones to set boundaries for drills/games
- Flags belts for game setting
- Pinnies

### References:

- Kelly, L., & Melograno, V. (2004). Developing the Physical Education Curriculum. Champaign: Human Kinetics
- 
- Pecentral.com
- Schmottlach, N & McManama, J. (2002). Physical Education Handbook, 10<sup>th</sup> edition, San Francisco: Benjamin Cummings

## Section B: (Standards, Objectives):

### Standards:

- Standard 2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

### Objectives: By the end of this unit students will...

#### Cognitive:

- Demonstrate an understanding of the rules of football (CCCS 2.5.12.D.2)
- Demonstrate a knowledge and understanding of pass patterns' importance and how to complete them. (CCCS 2.5.12.C.1)
- Demonstrate an understanding of how an effective football team works together to achieve a common goal (CCCS 2.5.12.C.1)

#### Psychomotor:

- Perform pass patterns in group settings. (CCCS 2.5.12.A.1,3/B1,3)
- Perform pass and catch drills to ensure safe and correct form (CCCS 2.5.12.A.1&3/ B.3)
- Demonstrate the correct form when throwing a football. (CCCS 2.5.12.A1,3)
- Demonstrate the correct way to play an organized game of flag football while utilizing all field positions (CCCS 2.5.12 C1, D1)

#### Affective:

- Work together in small groups efficiently and cooperatively. (CCCS 2.5.12.E.1)
- Encourage peers in a group and team setting. (CCCS 2.5.12.D.1)
- Students will demonstrate positive sportsmanship. (CCCS 2.5.12.D.1)

## Section C: (Block Plan, Matrix)

### Block Plan:

<p>1. Warm up</p> <ul style="list-style-type: none"><li>- Introduction to football rules, strategy and field positions</li><li>- Introduce passing and throwing techniques</li><li>- Cool down, review and prepare students for next days' activity with closure.</li></ul>	<p>2. Warm up</p> <ul style="list-style-type: none"><li>- Review passing and catching</li><li>- Begin partner passing and catching drills. Partners will stand facing each other and step back each time they complete a successful pass.</li><li>- Run partner accuracy drill. Students will have a contest to see who can hit the target you have set up.</li><li>- Cool down, review and prepare students for next day with closure</li></ul>	<p>3. Warm Up</p> <ul style="list-style-type: none"><li>-Review important of accuracy in throwing.</li><li>- Introduce slant and post pass patterns.</li><li>- Set up cones where students in groups of 4 can practice these patterns</li><li>- Have students begin developing situations they think the passes would be appropriate and share them.</li><li>- Cool down, review and continue discussing when those patters would be appropriate</li><li>- Prepare students for next day</li></ul>
<p>4. Warm up</p> <ul style="list-style-type: none"><li>- Review previous day's pass patterns</li><li>- Introduce hook and fly patterns</li><li>- Again, have students practice in groups of 4 these patterns and drill them.</li><li>- Have students begin to develop situations when these spec. passes would be appropriate</li><li>- Cool down, review and continue discussing when those patters would be appropriate</li><li>- Prepare students for next day</li></ul>	<p>5. Warm up</p> <ul style="list-style-type: none"><li>- Review previous days' pass patterns</li><li>- Put students into mini teams of 5 and have them run each play. Each player will be the executer and receiver of each pass at least once during this drill</li><li>- During this time assess student's abilities</li><li>- Cool down, review and prepare students for the next day</li></ul>	<p>6. Warm up</p> <ul style="list-style-type: none"><li>- Review previous day's drills</li><li>- Review basic field positions, strategies and rules</li><li>- Put groups into 4 mini teams of 7</li><li>- Team day- groups will decide on their own what plays to run, who will do what position and how they will work together to play effective defense and offense- their playbook</li><li>- Teams will have a name, mascot and cheer by the end of the class as well as their "playbook"</li><li>- Review and announce that presentations will be made the next day of their team's work</li></ul>
<p>7. Warm up</p> <ul style="list-style-type: none"><li>-Review previous day's material</li><li>- Teams will present their cheers and their "playbooks" to the class</li><li>- Teams have one last time to work on any skills they do not feel comfortable with</li><li>- Closure- review and prepare for next day, 1<sup>st</sup> attempt at game situations</li></ul>	<p>8. Warm up</p> <ul style="list-style-type: none"><li>- Review previous lesson</li><li>- Students will begin playing mini flag football games today spec. working on pass patterns and plays developed by the team</li><li>- Multiple games going on at once so teams can rotate when they're done</li><li>- Assess team work and cooperation</li><li>- Cool down, review and prepare students for next day.</li></ul>	<p>9. Warm up</p> <ul style="list-style-type: none"><li>- Review previous day's strengths and weaknesses</li><li>- Students will have round robin tournament play focusing on all skills acquired over the unit.</li><li>- Again, multiple games going on at once to minimize wait time and to make sure all students get a chance to participate.</li><li>- Students will rotate positions every couple of plays to ensure knowledge of all field positions</li><li>- Assessment can take place here also</li><li>- Cool down, review and end unit</li><li>- prepare students for next unit</li></ul>

## Section D: (Assessment)

Students will need to be assessed on at least one CPI from each domain (cognitive, affective and psychomotor) to ensure that skills and knowledge in all domains are being covered. The following are examples of how the teacher could assess the student's knowledge during and at the end of the unit using different methods.

Psychomotor Domain: While students are working in partners on basic throwing and catching skills in the **early staged of the unit**, have the partners fill out a peer assessment check sheet to chart one another's progress since the teacher cannot see everyone at all times.

**Football Check Sheet. Please check the box which best describes your partner's performance on each of the football throwing skills.**

Skill	Didn't attempt	Some of the time	Most of the time	All of the time
Correct grip on the laces of the ball when preparing to throw			✓	
<b>Proper body placement when preparing to throw the ball</b>  -body is turned toward target non throwing arm is pointing where you want your throw to go		✓		
<b>Ball release</b>  - Throwing arm is cocked back in correct position - Weight shift, non dom. foot step and forward momentum come together to complete a spiraled pass atleast 3/5 attempts			✓  Completed 3 out of 5 correctly	
<b>Follow Throw</b>  - Eyes follow ball as it moves to target - Weight shift and momentum has caused full trunk rotation - Dominant foot follows to complete the follow through				✓



Affective Domain: **During team preparation and presentation** assess team's abilities to work together. Teacher will have their own check sheet to decide how well the team cooperated together to complete the task. On a scale of 1-5 (1 being least, 5 being most) the teacher will circle the groups' effectiveness in meeting certain goals.

**Affective Assessment:**

Team Name \_\_\_\_\_

Students' names: 1

2

3

4

5

Goal Set	1	2	3	4	5
How well did the students work cooperatively to achieve their team name, cheer, mascot and write plays?				✓	
How well did the students delegate responsibility within their groups?			✓		
How well did the students understand the content learned to write successful football plays and pass patterns?			✓		
Did the group have a positive attitude?					✓
Did the group work through their disagreements in a sportsmanlike manner?					✓
Did the group share roles in presenting the content?		✓			
How much effort did this group put out on a scale of 1-5					✓

Cognitive Assessment: At the **end of the unit** a written test will be given to assess student's acquired knowledge on football rules, pass patterns and field positions. Here is a brief example of a test that could be given, a test of about 15 questions would be best.

Name \_\_\_\_\_

Date \_\_\_\_\_

Team Name \_\_\_\_\_

#### Football test

1. The \_\_\_\_\_ is the most effective pass pattern for throwing the ball straight down the field to your receiver
2. If there is a defensive player covering your receiver, you may want to run which pattern to get your receiver in the most favorable position to catch
  - a) Hook
  - b) Slant
  - c) Fly
3. T/F? When throwing the ball, make sure your fingers aren't on the laces at all, the laces will only get in your way of trying to create a spiral
4. A typical offense will have how many players out on the field during a play?
5. T/F? The follow through in the football throw really isn't as important. What's most important is as how hard you throw it is.

