



Course Title	Unified Lifetime Sports	Unit Title	Unit 2 Bocce
Grade Level	High School	Pacing	15 90 Minute Sessions
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards			
Rigor Track		Standard Track	
Evaluate data that lead to improved performance in a variety of physical activity experiences.		Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.	
Implement leadership skills to promote responsibility in self and others.		Implement leadership skills to promote responsibility in self and others.	
Understandings Students will understand that...		Essential Questions	
Using data to make decisions is essential to planning.		What data are you collecting to improve your game proficiency?	
Leadership comes in many forms. Respecting personality types and communication styles has a positive impact on group success.		What data are you collecting to improve the proficiency of your peers?	
		How does data collection inform your training/practice decisions?	

<p style="text-align: center;">Knowledge Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>
<p>SMART Goal Setting Data</p>	<p>Use personal and team data to track improvement in skill. Use personal and team data to determine what changes should/should not be made to practice plans.</p>
<p>Stage 2: Assessment Evidence What collection of assessments will PROVE that students have learned everything described in Stage 1?</p>	
<p>Performance Task or Project-Based Learning</p>	
<p>Rigor Track - Collaborative Planning Document (Bocce Practice Plan, Game Schedule, Skill Progress Tracker Rubric & Score Sheet)</p>	
<p>Standard Track - Bocce Skill Progress Tracker Rubric</p>	
<p>Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)</p>	
<p>Tournament Play/Results Sorts Ed. Responsibilities Journal Reflections Responsibility and Reflection Poster</p>	
<p>Stage 3: Learning Plan, Experiences, and Instruction What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2? Be sure to identify the shifts and the WHERE TO elements.</p>	
<p>Page references are from the Special Olympics Physical Education Resources publication. CLICK HERE to access the publication.</p> <p>Peer Assessment Singles play Doubles Play Tournament Play Team Record Sheet Create Bocce Court Printable Tournaments Awards/Ribbons</p>	

Planning Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Unit Introduction & Bocce Rules Overview Review Video: How To Play Bocce Ball Skill Practice: Demonstration of Sills: Ready Position Grip Back swing Arm Swing Stepping with Opposition Release Follow Through Aim</p> <p>Students Skoll Practice</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice Skill Development Students will participate in both skill development and game activity Game Practice</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Introduce Sports Ed. Model Skill Practice & Data Collection</p> <p>Game Practice & Data Collection</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Utilize Sports Ed. Model to create Bocce Ball Tournament</p> <p>Student Led selection of: Team Selection Scorers/referees</p> <p>Skill Practice & Data Collection</p> <p>Singles Double Elimination Tourney</p> <p>Game Practice & Data Collection</p>	<p>HOW DOES DATA HELP CREATE AN INCLUSIVE ENVIRONMENT</p> <p>Planning & Reflection - Tips for Assessment Baseline Skill Peer Assessments</p> <p>Sports Ed. Responsibilities: Tournament Creation Assigned Tasks Team Captains Scorers/referee's Media/Promotions</p> <p>Rigor Track - Collaborative Planning Document - Using this week's data to seed next week's Bocce Tournament Printable Tournaments Journal Reflection</p> <p>Standard Track - Skill Cue Assessment - Essential Elements of Bocce. Responsibility and Reflection Poster</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Tournament 1 Day 1</p> <p>Begin first round of Round Robin Tournament</p> <p>Collect Score Sheets Tournament Director Student led Tourney Self-Refereeing</p>	<p>Tournament 1 Day 2 Create Doubles Tourney</p>	<p>Tournament 1 Day 3 Continue Doubles Tourney</p>	<p>Tournament 1 Day 4 Finish Doubles Tourney Celebrations & Recognitions</p> <p>Tournament Director announce category winners.</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>Peer Assessment Tips for Assessment Organize Singles Tourney; two-day tourney Planning & Reflection - Skill Growth - Bocce</p> <p>Rigor Track - Collaborative Planning Document Journal Entry</p> <p>Standard Track - Skill Cue Assessment -</p>

				Essential Elements of Bocce. Responsibility and Reflection Poster
Day 11	Day 12	Day 13	Day 14	Day 15
Tournament 2 Day 1 Begin first round of Double Elimination Tournament Student led Tourney Self-Refereeing	Tournament 2 Day 2 Continuation of Student Led Tourney Self-Refereeing	Tournament 2 Day 3 Final Rounds of Student Led Tourney; self-Refereeing.	Tournament 2 Day 4 Celebrations & Recognitions Tournament Director announce category winners. Certificates/awards	WHAT DOES IT MEAN TO BE INCLUSIVE? Peer Assessment Tips for Assessment Journal Reflection Planning & Reflection - Baseline Skill Assessment - Bocce Ball Rigor Track - Collaborative Planning Document Journal Entry Standard Track - Skill Cue Assessment - Essential Elements of Bocce. Responsibility and Reflection Poster

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)