



<b>Grade: 6-8</b>		
<b>Unit: Swimming</b>		
<b>Pacing: 10 days</b>		
<b>PLC Question: What do we want all students to know and be able to do?</b>		
<b>Grade Level Priority Standards:</b>  <i><b>Movement Skills-</b> The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.</i>  <i><b>Personal/Social Behavior-</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.</i>		
<b>Supporting Standards:</b>  <i><b>Fitness -</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness (jogging up the ballfields).</i>		
<b>Learning Targets</b>		
 <b>Swimming</b>		
<b>Essential Vocabulary</b>		
<b>Key Academic Vocabulary:</b>  Rhythmic breathing, Streamline glide, Flutter kick, Swim downhill, Prone, Supine		
<b>PLC Question: How will we know when students have learned?</b>		
<b>Assessment and Evidence</b>		
<b>State Required Assessments</b> <ol style="list-style-type: none"> <li>1. Movement Skills</li> <li>2. Fitness Skills</li> <li>3. Personal and Social Skills</li> </ol>	<b>District Essential Assessments</b>	<b>Supporting Evidence</b>  <b>Classroom Assessment and Evidence:</b> <ol style="list-style-type: none"> <li>1. Daily work</li> <li>2. Review Questions</li> <li>3. Checklists and observation</li> </ol>

**Swimming Skills Proficiency Scales**
 Swimming

<b>PLC Question: How will teachers facilitate the learning?</b>	
<b>Key Curriculum Resources and Instructional Strategies</b>	<b>Supporting Resources and Instructional Strategies</b>
Bobs up and down, practice “humming” or exhaling air while head is under water. Push off side of pool to a streamline glide, flutter kick, underwater pull, 3 strokes out of water.	Proficiency Posters
<b>PLC Question: What will we do when students have not learned?</b>	
<b>Interventions</b>	
Tier 3 - Intensive - Small group work with those that are struggling with a proficient swimmer.	Tier 2 - Strategic - Reteach/Review skill cues
<b>PLC Question: What will we do when students have learned?</b>	
<b>Enrichment</b>	
Delve deeper into strategy	
<b>PLC Reflections</b>	
How will we increase our instructional competence?	
How will we coordinate our efforts as a collaborative team?	