1. **Central Focus**

   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   [The central focus of the learning segment is: Students will develop their basketball skills of dribbling, passing, and shooting and will comprehend the connection between the learning cues and the performance of the skills, while maintaining a safe environment. Students will need to demonstrate competencies in the cognitive, affective, and psychomotor domains related to basketball skills. The students are moving toward mastery of the skill by reciting the cognitive learning cues, and translating them over to psychomotor performance of the skills. They will be doing this while also maintaining a safe environment for themselves and their peers physically and emotionally. Students will be guided through various activities that are developmentally appropriate to develop the skills of dribbling, passing, and shooting and help them cognitively comprehend the learning cues through recitation. Activities will be planned out to build on one another, allowing maximum participation and practice of the skills.

   The activities that are conducted throughout the learning segment will build on one another allowing students to develop their skills at an appropriate rate. The activities will start out with the basics of what the skill is and progress into using the skill effectively to achieve a goal.

   In the first lesson the skills of dribbling and passing are introduced through recitation in the cognitive domain and performance in the psychomotor domain. The skills of dribbling and passing are the two more basic skills of basketball and are the most essential to be able to play the game of basketball. In the second lesson the skill of shooting will be introduced in the cognitive domain through recitation using learning cues and in the psychomotor domain using activities that are scaffolded. The skill of shooting is more complex and takes more diligent practice to master. The three skills of dribbling, shooting, and passing will be put together in the third lesson to allow students to demonstrate their abilities to combine multiple psychomotor skills effectively. The skills are reviewed at the end of the lesson and at the beginning of the next lesson through recitation of the learning cues to help the students grow cognitively and in the psychomotor domain. The three skills of dribbling, shooting, and passing are critical in the learning segment because they are the three skills that are needed to play a proper basketball game.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to

   - movement patterns,
   - performance concepts, and/or
   - health-enhancing physical fitness.

   [Students competencies in the psychomotor domain are addressed through standard 1. Standard 1 states: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 1 is carried out through the psychomotor objectives related to dribbling, shooting, and passing. These objectives are: The students]
will be able to demonstrate a basketball dribble with proper form: fingertips, knees bent, eyes up, below the waste, while moving from one baseline to the other. The students will be able to demonstrate a basketball pass with proper form: square body, elbows bent, step to target, extend arms, point thumbs down to a partner 10 ft away. The students will be able to demonstrate a basketball shot with proper form: Balance, Elbow, Eyes, Follow Through, while shooting at a basket. The standard and learning cues make the students responsible for demonstrating competencies in performing the skills of passing, dribbling, and shooting throughout the learning segment. The students are given the opportunity to develop their skills and carry out the objectives, improving their movement patterns during the activities that are conducted throughout the learning segment. Throughout the learning segment they are working toward mastery of the movement patterns of dribbling, passing, and shooting.

Students competencies in the cognitive domain are addressed through Standard 2. Standard 2 states: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The learning objectives related to standard 2 are the students will be able to recite the learning cues of a basketball shot, pass, and dribble in response to teacher prompting during, and at the closure of the lesson. The students’ competencies in the cognitive domain are developed through many opportunities to recite the learning cues related to dribbling, passing, and shooting. The students are able to combine reciting the learning cues with performing the skill in certain activities. The many opportunities throughout the learning segment to recite the learning cues helps students demonstrate competencies in the cognitive domain.

Students competencies in the affective domain are addressed through standard 4. Standard 4 states: The physically literate individual exhibits responsible personal and social behavior that respects self and others. The learning objective that supports this standard throughout the learning segment is: The student will be able to demonstrate the ability to work safely with peers and basketball equipment in individual and group activities. The students are provided a safe environment emotionally and physically. Positive feedback and student effort in activities helps students develop competencies in the affective domain.

c. Explain how your plans build on each other and include tasks that develop the student competencies described above while making connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).

In Lesson 1 the skill of dribbling is introduced through learning cues that are both verbally explained and visually demonstrated by the teacher. The students recite the learning cues as they perform the skill. The students develop the skill through activities of stationary dribbling and dribbling while traveling. The skill of passing is then introduced by the teacher using learning cues. The students must recite the learning cues multiple times throughout Lesson 1 developing their cognitive domain. The skill is developed through activities of stationary passing and passing while moving. At the end of the lesson the skills of dribbling and passing are used in combination during a team relay activity to develop competencies in both skills. At the end of the lesson the students recite the learning cues of both dribbling and passing to further develop competencies in the psychomotor and cognitive domain.

In Lesson 2 the skills of dribbling and passing are reviewed at the beginning of the lesson during a fitness activity. Prior to the activity the teacher has the students recite the learning cues of dribbling and passing to continue to develop competencies in the cognitive domain. Lesson 2 has a main focus of shooting. The skill of shooting is introduced using learning cues and is verbally explained and visually demonstrated by the teacher. Students can develop the skill by
first performing the learning cues and repeating them without using a basketball. The lesson progresses into the students practicing the form using a ball with a partner and giving feedback to one another using the learning cues. The students continue to develop competencies in the psychomotor domain by shooting at the basket and participating in competition activities that involve the skill of shooting. At the end of the lesson the teacher has the students recite the cues as they perform the skill to further develop competencies in the psychomotor and cognitive domain.

Lesson 3 combines all the skills of the unit: dribbling, shooting, and passing. The learning cues are recited by the students for all three skills at the beginning of the lesson. The students participate in activities that combine skills to help students develop competencies in the psychomotor domain. The students are given the opportunity to perform and develop the skills through activities while also competing against their classmates. At the closure of the lesson the students are asked to recite the learning cues while performing them for each skill to solidify competencies in the psychomotor and cognitive domains.

Students are encouraged to cheer on their classmates and give each other positive feedback throughout the entire learning segment. The teacher gives students positive and corrective feedback throughout the entire learning segment as well. The teacher also makes sure that the environment is always physically safe for students by having students put away equipment and keep the gym space clean. Having a positive environment creates a safe space for students emotionally which helps develop competencies in the affective domain by increasing their self-confidence. Having students take responsibility for taking care of equipment also helps them develop competencies in the affective domain.

d. Explain how you will structure the learning environment to be both emotionally and physically safe.

[The environment will always be cleaned prior to class, following meals because the gym and the cafeteria are a shared space. The teacher will always make sure that the floor is clean and dry before allowing students to enter the gym. During the learning segment the teacher will make sure that students put equipment away that is not in use. The equipment will be out of the way of the space that is being used for activity to avoid obstacles that might cause injury. When creating teams or groups for activities the teacher will form the groups in order to avoid any students being left out if the students were to create their own teams or groups. Every student having a team makes them feel safe and like they belong improving their emotional well-being. Throughout the entire learning segment students will be encouraged to give one another positive feedback while developing competencies in all of the basketball skills: passing, dribbling, and shooting. The teacher will also give the students positive and corrective feedback. Having students take responsibility for maintaining a clean space by putting away equipment, and also encouraging one another will create an emotionally and physically safe environment.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).
a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[All students, including student with an IEP, have received basketball instruction in grades 2-3. The students have had the opportunity to perform the skills of dribbling, passing, and shooting and have heard some basketball terminology, such as balance, control, and eyes up. Students can demonstrate competency in doing movements that are required to perform the skills at a basic level. The students are able to push the ball towards the ground when dribbling, step and extend their arms when passing, and push the ball up into the air when shooting. The students are not fully competent in performing the skill properly according to learning cues. The students are still learning the learning cues that accompany each skill. For dribbling this includes eyes up, knees bent, fingertips, below waist. For passing this includes square body, elbows bent, step to target, extend arms, point thumbs down. For shooting this includes balance, elbow, eyes, follow through. The students are learning how to perfect each step of the learning cue to perform the skill. The students are learning how the learning cues directly affect their performance of the skill. Students are also learning how to perform the skills in combination during activity. Students will be given many opportunities to practice the skills individually, and in a group setting. They also will need to recite the cues for each skill numerous times throughout the learning segment to improve competencies in the cognitive domain which translate over into the performance of the skill in the psychomotor domain.]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[Students, including the students with an IEP, have received basketball instruction in grades 2-3. Nine students are currently playing basketball on a competitive team outside of school, or have played on a competitive team outside of school in the past. There are no known cultural and language backgrounds and practices of the students related to basketball. Many students have older siblings that play basketball, or their parents played basketball. Fifteen students said that they like basketball in some capacity, whether playing it or watching it. Currently the NCAA division 1 men’s and women’s basketball season is happening in the United States. The sport attracts millions of viewers, and many students are exposed to it, or hear about it at school or at home. The NBA season is also going on and all-star game was just played. There is an NBA team that many students at the school are fans of that stirs up a lot of conversation. The students have basketball hoops outside that they are able to play basketball during recess. Many students have basketball hoops at home, or are close to a park that has a basketball court.]

3. Supporting Students’ Physical Education Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

[Students will all be able to choose which basketball they use during activity. Some basketballs are smaller, and some are regulation size. This allows students who may not be as strong to
use a smaller ball which will improve their success at performing the tasks. During dribbling activities that require the students to move, students are encouraged to move at a pace that is comfortable for them, as long as they maintain control at all times. Students who have a lot of experience with basketball might choose to run during this activity, while students who do not have much experience may choose to walk during this activity. During passing, and shooting partner activities the partners will be able to choose how far apart they want to be within reason. If the recommended distance is too hard, and compromising form when performing the skill, students are encouraged to move closer. When shooting at the baskets students are able to shoot at a distance where they feel comfortable, and are still able to use proper form according to the learning cues. During the learning tasks students will be asked to recite the learning cues multiple times. They will also be asked to tell their partner when to do each learning cue during partner shooting. In prior units, students have been asked to repeat learning cues as a class and to a partner to develop competency in the cognitive domain. According to Vygotsky’s Importance of Language, talking through a problem with a partner, such as verbally stating BEEF to a partner when shooting a basketball, can help students externalize thought and helps them self-guide their performance of the skill. During activity the teacher will constantly move about the gym giving feedback related to the learning cues to students, and staying closer to students who need the most prompting. According to Vygotsky’s theory of Zone of Proximal Development, students will be able to develop their skills with appropriate help and support.]

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

[The use of the whiteboard, and posters with learning cues around the gym would appeal to students who are visual and aural learners because they contain both words and pictures. Students who are physical learners will have their needs met because they will have many opportunities to perform the skill. Students who are logical learners will benefit from learning cues that contain a sequence that needs to be followed. Both social and solitary learners needs will be met because there will be activities that students are working on their own, and there will be activities that require students to work together. Visual demonstrations, and the use of students to demonstrate can benefit all students to see their classmate perform the skill. It is much easier for a student to visualize themselves performing a skill, if they see someone their own age perform the skill. The whiteboard and posters around the gym will also assist students who struggle to pay attention during direct instruction when the teacher is demonstrating. All students will benefit from positive corrective feedback that uses learning cues because they will be able to make small corrections to better their performance of the skill. The repetition of learning cues and the teacher prompting of students to recite the skills will also benefit the whole class because it will require them to activate their cognitive domain while they are performing the skill in the psychomotor domain. Students with behavior problems, or who struggle to stay on task will have frequent prompting and encouragement. The amount of time spent on a task will be an amount of time that keeps the students engaged. The teacher will have transitions in place that maximizes the amount of time that is spent practicing the skills.]

c. Describe common student errors or misunderstandings within your central focus and how you will address them.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).
[One common error that may take place is students will stare at the ball while dribbling. I will correct this error by giving students positive corrective feedback using the learning cues of dribbling, one of the cues being eyes up. I will also attempt to minimize the error by holding up a certain amount of fingers and having the students call it out while they are dribbling. This way students will have to look at me, instead of looking at the ball. I will constantly remind the entire class to keep their eyes up when they are moving while dribbling. If a student continues to perform this error, I will give them feedback directly. Another error that might take place is that students will throw the ball two handed into the ground while doing bounce passes, instead of extending the arms and pushing the ball from the chest into the ground, ending up with the thumbs pointing down. I will correct this error by giving positive, corrective feedback using the learning cues of extending the arms and pointing thumbs down. I will remind the entire class to not throw the ball into the ground throughout the activities that focus on the bounce pass. If a student continues to perform the error, I will give the student individualized feedback and demonstrate the correct way to pass while verbally explaining the learning cues. Another common misunderstanding might be that the students will try to ask questions while the teacher is explaining an activity that is new to the students. The teacher will remind the students that all questions will be answered after the explanation because she might answer the question in the remainder of the explanation. Once the teacher is done with her explanation she will ask the students if they still have questions, call on students who raise their hands, and answer the question before directing the students to begin activity. A common error that is often made by students with IEP’s or behavior problems is talking while the teacher is talking. The teacher will remind students that the quicker they are quiet, the more time they will have for activity. The student with an IEP might struggle with reciting the learning cues. In order to minimize the struggle, the learning cues will be posted all around the gym allowing the learning cues to be visualized from anywhere in the gym. ]

4. **Supporting Physical Education Development Through Language**

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate to your learning segment.

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<tr>
<th>Analyze</th>
<th>Compare</th>
<th>Evaluate</th>
<th>Sequence</th>
<th>Signal</th>
<th>Summarize</th>
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[The language function that is essential for student learning within my central focus is recite. Students will be asked to recite the learning cues of dribbling, passing, and shooting multiple times throughout the learning segment. They will recite the cues when prompted, as well as recite the cues while they are performing the skill with a partner. Students will have many opportunities to perform the skill and activate their psychomotor domain while reciting the cues which will also help students activate their cognitive domain and show their knowledge of how to perform the skills. Having students use both the psychomotor and cognitive domains simultaneously will greatly help them improve their performance of the skill. Giving students words to break down a skill into small steps can greatly improve performance. Reciting the cues and putting them to memory helps the cognitive domain translate over into the psychomotor performance of the learning cues. ]
b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In lesson 1 students will be introduced first to the skill of dribbling. The teacher will introduce the skill using the learning cues: eyes up, fingertips, below waist, knees bent. Once the teacher has demonstrated and explained the skill using the learning cues the students will be asked to perform the skill while reciting the learning cues. The students will be asked to recite the learning cues of dribbling multiple times when they are beginning to practice the skill. The students will also be asked to recite the learning cues when they transition into a new activity of dribbling while moving. Also in lesson 1, the skill of passing will be introduced using learning cues and a visual demonstration. The students will be asked to recite the learning cues before they begin practicing the skill. During closure of lesson 1 students will be asked to recite the learning cues of dribbling and passing. In lesson 2 the students will be asked to recite the learning cues of dribbling and passing to activate prior knowledge at the beginning of class. In lesson 2, the skill of shooting will be introduced using learning cues during a demonstration. The teacher will have the students repeat the learning cues back to her. While the students are practicing the skill without a ball they will be reciting the learning cues with each movement. Also in lesson 2, the students will be partnered up and recite the learning cues to one another as their partner is practicing the skill. At the closure of the lesson the students will recite the learning cues for dribbling, passing, and shooting. In lesson 3 the students will recite the learning cues at the beginning of class to activate prior knowledge. They will also recite the learning cues of dribbling, passing, and shooting during lesson closure.]

c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use to successfully participate in the learning task:

- Vocabulary
- Plus at least one of the following:
  - Syntax
  - Discourse

[Students will need to know the vocabulary associated with basketball to be successful during learning tasks. Students already know the vocabulary words dribble, pass, and shoot. With dribbling students will need to know the words control, and general space. For passing students will need to know how the word target is represented, and where the target should be, which is the chest. In shooting students will need to know what follow through means, and looks like to be successful. All of the skills, dribbling, passing, and shooting have learning cues that need to be understood in order to successfully participate in the learning tasks within the learning segment. Throughout the learning segment students will use syntax to perform and understand the skills of passing and shooting. The students will have to sequence the learning cues of passing which are square body, elbows bent, step to target, extend arms, point thumbs down. If the students do not put the learning cues in order, then they will not be successful performing the skill. The same is true with the learning cues of shooting, which are balance, elbow, eyes, follow through. Students will need to use discourse in order to explain why the learning cues are important. For example, students will explain why it is important to keep your eyes up when dribbling.]

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt below.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary, syntax, or discourse).

[Students will have access to the written and visual learning cues at all times on posters and the whiteboard to help them with reciting the learning cues. The posters and whiteboard will also be helpful with syntax of the learning cues, so the learning cues in the proper sequence. Another language support will be the teacher asking the students to recite the learning cues at the beginning and closure of the lesson, right after the learning cues are introduced and many times throughout various learning tasks. To help students with vocabulary the teacher will repeat the words multiple times. She will also ask the students what the words mean to them to help them identify the vocabulary.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how the assessments throughout the learning segment will provide direct evidence of students’ development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[The students will take a cognitive pre assessment at the beginning of the learning segment, which will allow the teacher to see what the students already know and what the students still need to learn. The teacher will be able to spend more time throughout the learning segment on things that the students still need to learn. The same assessment will be given at the end of the learning segment to allow the students to show their knowledge on the information covered throughout the learning segment. In the first lesson the teacher will conduct a psychomotor pre assessment of dribbling and passing. This will be done while the students are demonstrating the skills. The students will also do a psychomotor pre assessment of shooting at the beginning of the lesson in lesson 2. This will allow the teacher to monitor all students and to provide extra prompting and feedback to students who are struggling. The teacher will be able to address common mistakes of the skills and will be able to help students further develop their skills. The teacher will do a psychomotor post assessment of all three skills in the third lesson. This will allow the students to demonstrate their development of the skills.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[If needed, students with specific needs will be allowed to have their written assessments read to them. The student with an IEP does not need any adaptations to the psychomotor assessments because he is able to perform skills. Posters with pictures and the learning cues for each skill will be hung around the gym to help all students, including the student with an IEP, remember the learning cues and to assist in the cognitive domain. There will be adaptations made during the delivery of the lesson that will in turn help the student comprehend the learning cues. These adaptations include a thorough demonstration of each task will be given along with a verbal explanation to assist the student with an IEP for language acquisition, but it will also help the rest of the class to fully understand expectations. Proximity to teacher and peers during explanations and demonstrations may also help students understand expectations which will...]

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help them on their assessments. The adaptations will improve abilities cognitively and in the psychomotor domain when taking assessments.