



ACC School Day Curriculum Middle School 2010 Edition

Developed by Guilford County Teachers

MIDDLE SCHOOL CURRICULUM

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Sixth Grade Curriculum

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LESSON TITLE: Create ACC Tournament Brackets

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can brackets be drawn to accommodate 12 teams if a team leaves after a loss?

ACTIVITY SUMMARY:

Draw a bracket for the 2010 tournament and explain how teams advance.

ACTIVATING STRATEGIES:

Have students generate possible problem solving strategies for tournament brackets.

COGNITIVE TEACHING STRATEGIES:

Put students in groups and let them create brackets w/ following criteria:

- a) Every team must play at least once
- b) Single elimination

SUMMARY STRATEGIES:

What strategies were used? What problems did you have creating the brackets?

RESOURCES:

None



Atlantic Coast Conference Women's Basketball Tournament

<u><i>1st Round</i></u>	<u><i>Quarterfinals</i></u>	<u><i>Semifinals</i></u>	<u><i>Finals</i></u>
<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>March 4</i>	<i>March 5</i>	<i>March 6</i>	<i>March 7</i>



RSN-TV - FOX Sports Net South, ComCast Sports Net, FSN-Florida, NESN (New England Sports Network)

LESSON TITLE: University Tickets

CURRICULUM AREA: Math

GRADE LEVEL: 6 & 7

ESSENTIAL QUESTION:

If each ACC school receives 875 tickets, what is the ratio of tickets to student population per ACC school?

ACTIVITY SUMMARY:

Students will find student enrollment for each ACC school and write ratios for all 12 schools.

ACTIVATING STRATEGIES:

Students will use ratios to write percentages.

Discuss the number of students at each university compared to number of students at middle school. Remind students that the schools in the ACC have different student populations.

METHODS:

1. Divide students into 12 equal groups.
2. Assign a school to each group.
3. Each group will find student enrollment at designated school.
4. Write the ratio and percent for designated school.
5. Compile data from all 12 schools.

SUMMARY STRATEGIES:

1. Report the information to the class.
2. Allow students to check the info.

RESOURCES:

1. Each ACC school receives about 875 tickets.
2. Enrollment for each ACC school (Computer access ACC.com).

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Ratio of boys/girls at each ACC school.

LESSON TITLE: Probability of “Making a Hoop”

CURRICULUM AREA: Math 4.2, 4.3, 4.4, 4.5, 5.4

GRADE LEVEL: 6th, 7th, 8th

ESSENTIAL QUESTION:

What is the difference between theoretical and experimental probability?

ACTIVITY SUMMARY:

Students will be divided into 12 equal groups with each group representing one of the ACC schools. Students will participate in an activity to illustrate experimental and theoretical probability.

ACTIVATING STRATEGIES:

Whole class determines probability by writing a ratio with shots hit divided by total.
Teacher asks students probability if she takes 10 more shots. (theoretical probability)
Teachers shoots 10 times. Record data. (experimental probability)

METHOD:

1. Students are grouped.
2. Each student shoots 10 times.
3. Record data.
4. Each Student shoots 10 more times.
5. Compare theoretical with experimental probability.

SUMMARY STRATEGIES:

Teacher will pose higher order questions. Review theoretical and experimental probability. Predictions are posted.

RESOURCES:

Nerf ball (1 per group).
Data table per person.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. Students can gather free throw data and 3 point shot data of ACC player(s) and predict game performance for a particular game based on past performance. Record data from game and compare to prediction.

Data Table

Name	Shots Made	Ratio	Shots Made	Ratio	Did Exp. Prob. Match the. Prob.?
Teacher					

LESSON TITLE: Exploring Central Tendency

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the mode, median, mean, and range for player height of given ACC team?

ACTIVITY SUMMARY:

Students will find measures of central tendency for player height of a given team. Students will explain how mean is sensitive to extremes and explain its use in comparison with median and mode.

ACTIVATING STRATEGIES:

Review meaning of mode, mean, median, and range and review method for finding each measure. Predict measures.

METHODS:

1. Separate students into groups, so each ACC school is represented. (Teacher may choose to use one school as an example to model.)
2. Students work cooperatively, using fact sheet and resources to find measures of central tendency.
3. Students organize gathered data on a chart.
4. Students generate questions and answers based on the chart.

SUMMARY STRATEGIES:

Which measure of central tendency is most appropriate for your data? Why? Which measure is most misleading? Why?

RESOURCES:

Data on player height for each ACC team from team rosters.
(Teacher can gather player data from ACC.com before class or students can gather data using computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher directed lesson- students work with teach to find each measure.

Choose one or two schools.

Enrichment: Create box and whisker graph of data.

LESSON TITLE: Ratios- The seating capacity of the Coliseum versus home court

CURRICULUM AREA: Math

GRADE LEVEL: 6-7

ESSENTIAL QUESTION:

What is the ratio between the seating capacities of the Greensboro Coliseum compared to the home court of each ACC school?

ACTIVITY SUMMARY:

Students compute ratio for each of the ACC schools.

ACTIVATING STRATEGIES:

Why is it important to learn the ratio of the home court capacity to the capacity of the Coliseum?

METHODS:

1. Explain the importance of ratios.
2. Compute ratio-coliseum to ACC School's arena.
3. Compute ratio ACC Schools to Coliseum.
4. Which school has the best ratio, worst ratio, and closest ratio?

SUMMARY STRATEGIES:

Review how to get ratios and the importance of ratios.

RESOURCES:

1. Greensboro Coliseum capacity: 23,800
2. ACC schools capacity: Boston College-8,606, Clemson-9,850, North Carolina-8,010, NC State-9,500, Duke-9,314, Wake Forest-14,665, Georgia Tech-9,191, Virginia Tech-9,847, Virginia-14,593, Maryland-17,950, Miami-7,000, Florida State-12,100

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher-directed activity

Data Table

Team	Mode	Median	Mean	Range	Best measure of central tendency

LESSON TITLE: Win, Lose, or Graph

CURRICULUM AREA: Math/Technology

GRADE LEVEL: 6, 7, 8

ESSENTIAL QUESTION:

Create a double bar graph (scatter plot for 8th grade), using win/loss data for each ACC team.

ACTIVITY SUMMARY:

Students will use win/loss data for each ACC team to create a double-bar graph..

ACTIVATING STRATEGIES:

Discuss types of graphs and let students discuss best graph for this data.

COGNITIVE TEACHING STRATEGIES:

- 1) Students can work in pairs or independently.
- 2) One color for wins and one color for losses.

SUMMARY STRATEGIES:

Generate questions from data.

RESOURCES:

- 1) Win/loss data for regular season for each ACC school.
- 2) Graph paper.
- 3) Colored pencils or markers.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teach

- 1) Label X & Y axis as a class (wins/losses on Y-axis, team name on X-axis)
- 2) Mark intervals together
- 3) Create large graph on board or on a bulletin board and have students graph data on class graph.

Enrichment

- 1) Have students generate questions from graphed data.
- 2) Create quadruple bar graph using men's and women's data.

LESSON TITLE: No “I” in Team

CURRICULUM AREA: Science- 7.01

GRADE LEVEL: 6

ESSENTIAL QUESTION:

What kinds of relationships do organisms have with each other? What kinds of relationships do team members have with each other?

ACTIVITY SUMMARY:

Students will look at how organisms work together and compare those relationships to the types of relationships that occur on a basketball team.

ACTIVATING STRATEGIES:

1. What is the relationship between a remora and a whole?
2. What is the relationship between an orchid and the tree it grows on?
3. What is the relationship between a tapeworm and its host?

METHOD:

Discuss vocabulary with the students (symbiosis, mutualism, commensalisms, parasitism, competition, and predation). Talk about the different types of relationships and how they occur. Then, discuss teamwork on a basketball team. Compare the relationships with organisms to those on a basketball team. (i.e. What type of relationship would be similar to the “give and go”.)

SUMMARY STRATEGIES:

Higher order questions about how to build a team. What type of players would you like on your team and why?

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Create the super-team. The team has 12 players and two reserves. You have to have at least one player from each of all the 12 teams and at least 2 people for each position (center, power forward, small forward, point guard, 2-guard).

RESOURCES:

Science textbook, ACC.com (online)

LESSON TITLE: Putting It All Together

CURRICULUM AREA: Science

GRADE LEVEL: 6-8

OBJECTIVES: 4.05 Observe and describe how muscles cause the body to move.

ESSENTIAL QUESTION: How do muscles move bones?

Time: 60-minutes

Content Blast: Bones cannot move by themselves. They need muscles in order to move. Muscles called skeletal muscles are attached to a bone and allow movement. These muscles pull bones to move them. A strong band of tissue called a tendon connects a muscle to a bone.

Materials:

Per Student Pair:

- two bendable straws
- one rubber band
- two paper clips
- scissors
- pushpin (optional)

Process Skills: Observe, Communicate, Predict, Infer

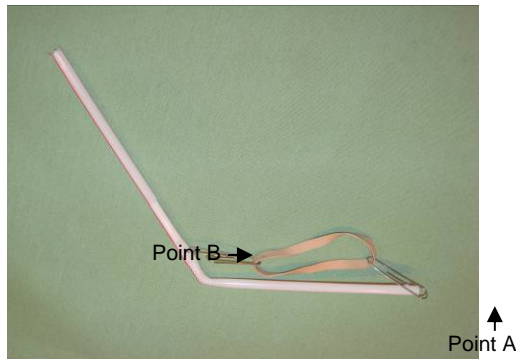
Engage: Have students put one hand, palm up, against the underside of their desk and push upward. With their other hand, have them feel the front and back of their upper arm. Discuss with students what they think is happening. This will give you their prior knowledge about muscles. Like dribbling or shooting a basketball, you need to move your arm. Have a student volunteer demonstrate a jump shot. Have other students tell how the volunteer is moving his or her arm.

Explore: Discuss with students the parts of the arm that are causing it to move. Tell them that the bones cannot move alone, they need a muscle and joints (elbow) to help them. Tell students that they will be creating a model of the bicep muscle in the arm to help them better understand how that muscle helps them move their arm. Pass out materials to each student group.

Procedure:

- First, students will cut the bendable part off of one straw.
- They will then insert the cut straw into the bendable end of the other straw. The point where the straw bends represents the hinge joint in the arm.
- Students should then poke one paper clip into Point A of the straw structure as shown in the figures below. (If students have difficulty poking the paper clips through the straws, a pushpin may be used to poke a hole first.)

- Students will then poke the second paper clip into Point B of the straw structure as shown in the figures below. These paper clips represent the tendons that attach the muscles to the bones.
- Once the paper clips have been properly attached, the students will hook the rubber band onto each of the paper clips as show in the diagram below. This represents the bicep muscle.



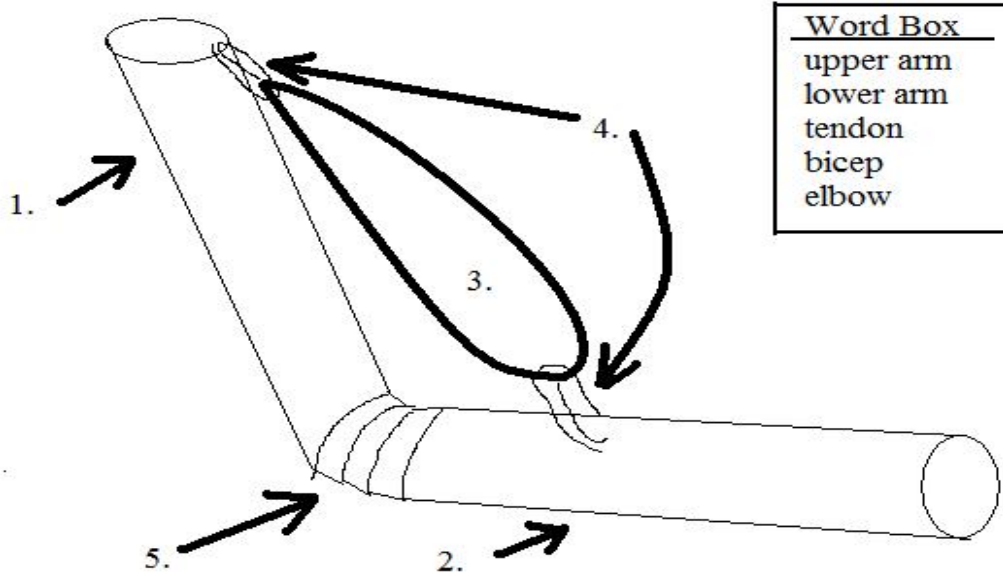
Once the students have created their model, they should be able to pull the rubber band to simulate bicep muscle contraction.

Explain: Tell students that the muscles that are attached to and move the bones are called skeletal muscles. These muscles are attached to bones by a tough cord called a tendon. Skeletal muscles pull bones to move them. Muscles do not push bones. The names of the muscles in the upper arm are the biceps and triceps. Have students flex their arm. Feel the top of the arm. This is called the bicep. Have students discuss how this is similar to what they saw happen with their arm model. Now straighten your arm. The muscle on the other side of the upper arm, the tricep contracts, and your arm straightens.

Elaborate: Students can draw conclusions about how other skeletal muscles work to move other bones. Have students formulate a plan in order to construct a model of either a hand or leg, using similar materials from the arm model. This could be done on a separate day.

ASSESSMENT

Directions: Write in the correct word on the line that matches the number in the picture.



Word Box
upper arm
lower arm
tendon
bicep
elbow

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Directions: Read the questions and circle the letter for the correct answer.

1. What does the tendon do in our model?
 - a. moves the upper arm
 - b. moves the lower arm
 - c. connect the muscle to the bone
 - d. controls the muscle

2. What is the rubber band representing in the model?
 - a. Bicep
 - b. Elbow
 - c. Tendon
 - d. Lower arm

3. What does the paper clip represent in our model?
 - a. Bicep
 - b. Elbow
 - c. Tendon
 - d. Lower arm

4. What does the bendable part of the straw represent in our model?
 - a. Bicep
 - b. Elbow
 - c. Tendon
 - d. Lower arm

5. How do the muscles move the bones?
 - a. Push
 - b. Slide
 - c. Expand
 - d. Pull

LESSON TITLE: Hard Bones

CURRICULUM AREA: Science

GRADE LEVEL: 6-8

OBJECTIVE: 4.02 Describe several functions of bones:

- Support
- Protection
- Locomotion

ESSENTIAL QUESTION: What makes your bones strong?

Time: one 30-minute period

Content Blast: Most children think of bones as hard, dry, white parts of the body. The bones are hard, but they are definitely not dry. Bones are alive and are made of a mix of hard materials and living cells. The hard part of the bone is made mostly of calcium and phosphorous. These minerals give bones their strength. Inside bones is a soft tissue known as marrow. Cartilage is a flexible tissue that covers the ends of some bones. It helps to protect bones from grinding against one another. The inside of a bone do not add strength to the bone, but it does make new blood cells and produces germ-fighting white blood cells.

Materials:

Per Student Group:

- two toilet paper rolls
- heavy books
- overhead, poster, or diagram of inside of a bone (look in the reference section of your science book)

Process Skills: Observe, Communicate, Predict, Classify, Infer

Engage: Ask the students how strong they think bones are. Pose questions such as “Are bones stronger than your pencil, stronger than a ruler, stronger than a piece of chalk, stronger than a piece of wood, etc.” These questions will give students a base to form their own comparisons.

Explore: This activity will give students an idea of bone strength. Using a toilet paper roll, place the roll on the table so that it stands on its end. Tell students the toilet paper roll represents the bone. Tell students we are going to place a book on top of the roll. Have students predict what will happen to the roll when a book is placed on top of it. Will the roll be able to hold it or will the roll be bent or broken? Place the book on top of the roll. It should easily support the book.

Explain: Tell students that bones are not solid, but are hollow like the toilet

paper roll. As we saw, a hollow tube is as strong as a solid and is able to support a lot of weight. As bones grow, calcium and phosphorous are put into the cartilage. They become strong and are able to support and protect our body. Discuss with students ways to keep your bones strong through a healthy diet and exercise.

Elaborate: Set a second book on top of the toilet paper roll. Once again it should easily support the weight. Have students make another prediction about how many books the toilet paper roll will hold before it bends or breaks. Discuss with students why your bones need to be strong.

Evaluate: In science notebooks have students write at one good paragraph about ways to keep their bones strong.

LESSON TITLE: Dem Bones

CURRICULUM AREA: Science

GRADE LEVEL: 6-8

OBJECTIVES: 4.01 Identify the skeleton as a system of the human body

ESSENTIAL QUESTIONS: How many bones are in the human body?

Time:one 45-minute periods

Materials:

Per Student Group:

- o diagram/poster of human skeleton sections (torso, arms/hands, legs/feet, skull) See examples in lesson.

Per Class:

- o overhead/chart of class data table

Process Skills: Observe, Communicate, Predict, Measure, Classify

Engage: Ask the students to recall how the body moved. Ask the following questions: Do your bones move when you jump? Where are your bones? How can you tell where your bones are? Have students feel for the bones inside their bodies. Ask if they can feel all of the bones in their bodies. Explain to the students that they will conduct an investigation that will help them to determine how many bones make up their skeleton. Have students predict how many bones total they believe are in the human skeleton based on what they have felt in their bodies.

Explore:

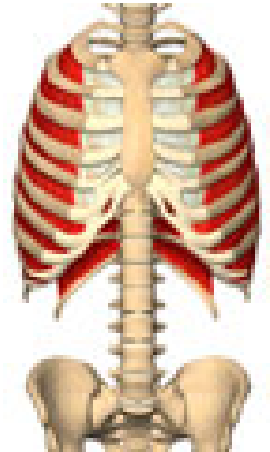
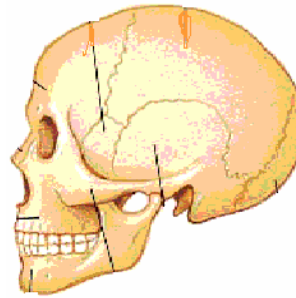
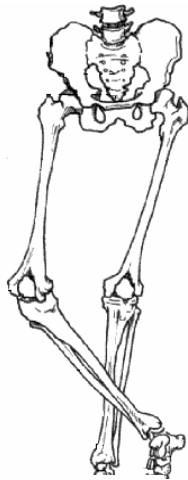
Divide the class into four groups. Provide each group with diagrams of two human skeleton sections. For example, one group may receive the skull and torso, another group will get the legs and arms, etc. Students should use the diagrams to count the number of bones in that section of the skeleton and record their conclusions in a data table like the ones below.

Arm Bones	
Upper Arm	
Lower Arm	
Wrist	
Hand	
Subtotal	_____x 2
Total	

Leg Bones	
Upper Leg	
Lower Leg	
Ankle	
Foot	
Subtotal	_____x 2
Total	

Skull Bones	
Face Bones	
Cranium Bones	
Jaw Bones	
Other Bones	
Inside Head	
Total	

Torso Bones	
Shoulder Bones	
Breast Bones	
Rib Bones	
Back Bones	
Pelvic Bones	
Total	



Arm Bones

Foot and Leg Bones

Skull Bones

Torso Bones

Part 2 -- Begin by asking the students if there was anything that surprised them from part 1. Explain to them that they are going to compile their data onto a class data table in order to draw conclusions about the total number of bones in the body. Provide them with a data table that they can record their group results.

Class Data Table

Skeletal Sections	Group Totals	Average
Arm		
Leg		
Torso		
Skull		
Grand Total		

Explain: Once the totals have been recorded discuss the varying answers for each group. Ask them if it is possible that some bones were missed. After this discussion explain how averaging can help determine a more accurate count for each section. Average the results for each section and then total all of the averages together in order to obtain a skeletal grand total. Tell students that the correct number of bones in your body is 206. Discuss why their grand total may be different.

Elaborate: Ask students the following questions: How will we know if we missed any bones when we counted? What could we use to help us find out more about bones? Discuss other ways of counting bones such as books, x-rays, or a model skeleton. Students could choose to use other resources to see if they can get a more accurate total.

Evaluate:

Have student pick a bone in their body and think about how that one bone impacts the ability to play basketball. Then write a paragraph about this in their science notebooks.

Answers:

How Many Bones?

- *Skull and upper jaw 21 bones*
- *3 tiny bones in each ear*
- *Lower jaw (mandible)*
- *Front neck bone (hyoid)*
- *Backbone or spine (26 separate bones or vertebrae)*
- *Ribs (12 pairs - same number for men and women)*
- *Breastbone*
- *Each upper limb has 32 bones: 2 in shoulder, 3 in arm, 8 in wrist, 19 in hand and fingers.*
- *Each lower limb has 31 bones: 1 in hip (one side of pelvis), 4 in leg, 7 in ankle, 19 in foot and toes.*

Total = 206 bones

LESSON TITLE: Where are the ACC schools located?

CURRICULUM AREA: Social Studies-Geography

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What are the absolute and relative locations of the 12 ACC schools?

ACTIVITY SUMMARY:

In groups of 2 or 3, students will use an atlas and/or other materials to determine the absolute and relative location of each school and answer questions from an activity sheet.

ACTIVATING STRATEGIES:

The teacher assigns cooperative pairs or triads. Each group is given the activity sheet and an atlas. The teacher models how to find absolute location (latitude-longitude) and relative location using one school.

COGNITIVE TEACHING STRATEGIES:

- 1) Students must use the maps to find the absolute location of each town/city in which ACC schools are found.
- 2) Students complete relative location questions from activity.

SUMMARY STRATEGIES:

RESOURCES:

Activity sheet and atlas of Eastern United States.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: 1. Teacher makes a transparency of map containing location of one school and models finding absolute location.

2. Teacher provides copies of maps for each school's location (no need for atlas)

Enrichment: 1. Students write questions using directions (N,S,E,W) to find relative locations of ACC school.

Schools of the ACC

Part 1. Absolute Location

Georgia Tech Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

North Carolina Latitude _____
_____ Longitude _____

Miami Latitude _____
_____ Longitude _____

Wake Forest Latitude _____
_____ Longitude _____

Clemson Latitude _____
_____ Longitude _____

Duke Latitude _____
_____ Longitude _____

Maryland Latitude _____
_____ Longitude _____

NC State Latitude _____
_____ Longitude _____

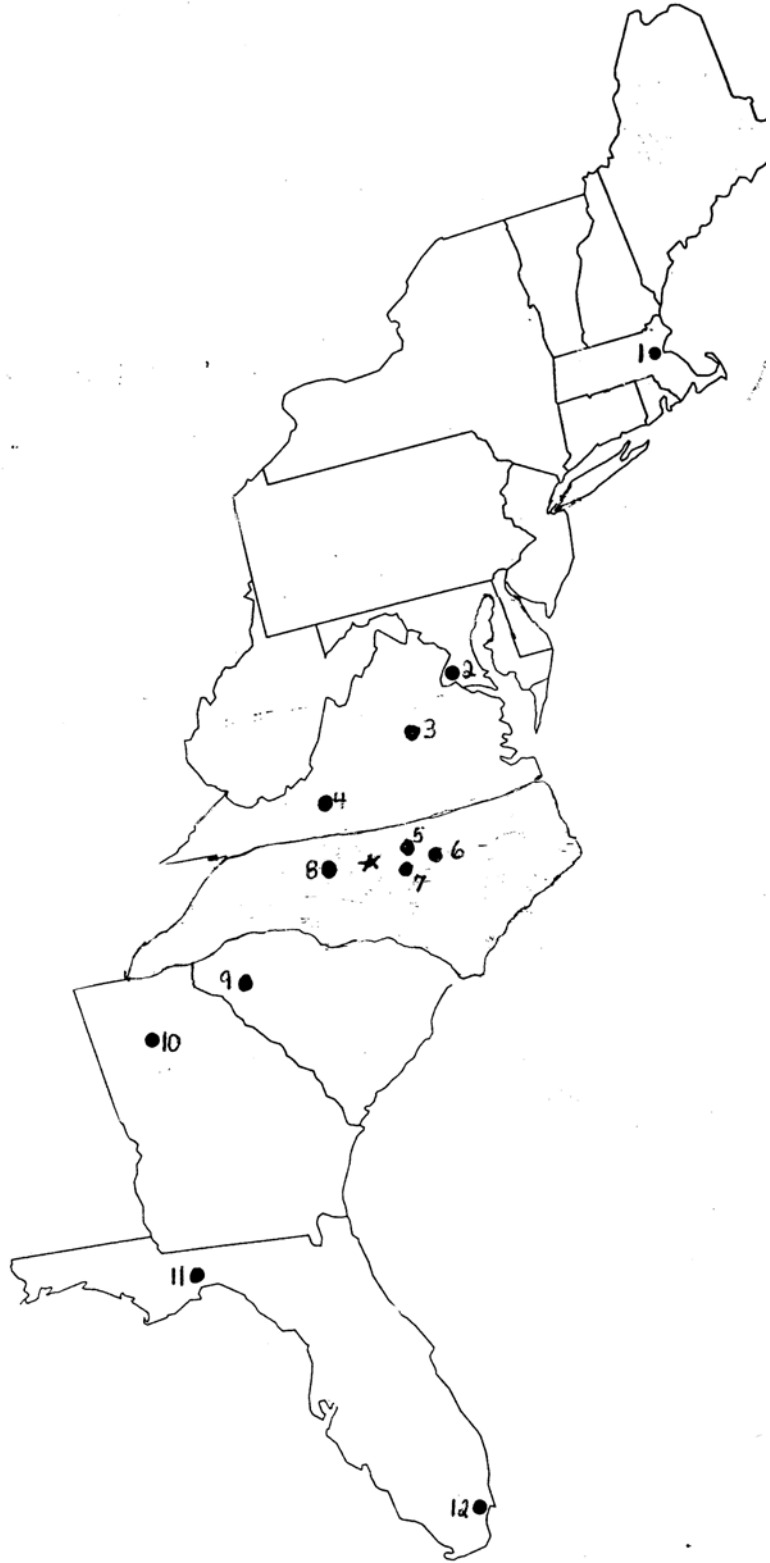
Florida State Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

Boston College Latitude _____
_____ Longitude _____

Part II. Relative Location & Directions

- 1) What is the northern most ACC School?
- 2) What is the southern most ACC School?
- 3) How many states have more than one ACC School?
Which states are they?
- 4) Describe the location of Virginia Tech relative to Maryland and Georgia Tech.
- 5) Describe the location of Clemson relative to NC State.
- 6) The two teams that travel the greatest distance for away games are:
- 7) Use cardinal (North, South, East, West) and Intermediate (NE, NW, SE, SW) directions to write out a route from #1 to #12 and visiting all schools in between in order.
- 8) What are the two closest schools to Florida State?
- 9) Which school is the eastern most?
- 10) What schools play in the same state as Wake Forest?



LESSON TITLE: You Can Get There From Here! Coliseum Directions

SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

3.01 & 3.02-map & charts

CURRICULUM AREA: Social Studies/Math/Lang. Arts

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can non-written materials help find directions and specific information.

ACTIVITY SUMMARY:

Individual or groups of students will use the information from coliseum map to answer questions about seating arrangements and directions.

ACTIVATING STRATEGIES:

The teacher distributes activity sheet with a map of the Greensboro Coliseum. The teacher will familiarize students with major features of the coliseum map.

COGNITIVE TEACHING STRATEGIES:

Students (individually or groups) must find answers to written questions using the non-written source of a coliseum map.

Some questions require the students to use cardinal & intermediate directions.

Some questions require basic math skills.

RESOURCES:

You can get there from here! Activity sheet & map of coliseum.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

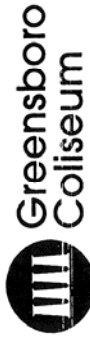
Students can make up their own questions using the coliseum map.

You Can Get There From Here!

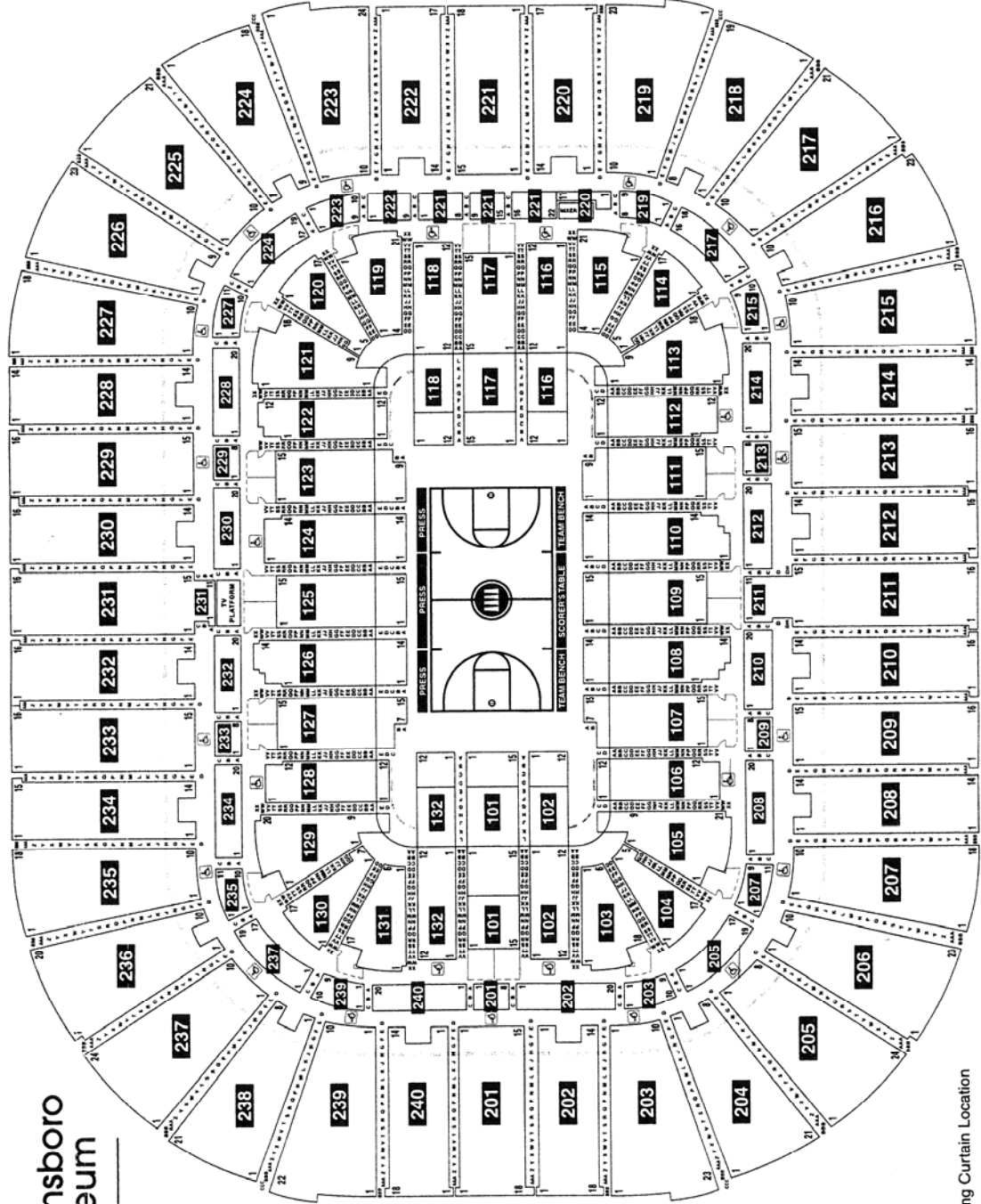
Map and Directions

The Greensboro Coliseum can seat 23,800 people for a basketball game. For the ACC women's Basketball Tournament a curtain in the upper deck is used and reduces the seating capacity to 10, 151.

- 1) How many sections are in the lower level?
- 2) How many sections are in the upper level?
- 3) If a person moved from section 207 to section 226 how many sections to the left did they move?
- 4) Moving from row X, section 211 to front row section 109 how many rows forward would you move?
- 5) Which section(s) in the coliseum has the most seats in a single row?
- 6) List the lower level sections behind which wheel-chair seating can be found?
- 7) Give detailed directions for someone who wants to move from row CC, Section 203 to Row E, Section 118.
- 8) How many sections have seats in the lower level and directly behind the Press tables?
- 9) Which section contains the Mixer?
- 10) The TV Platform is behind which lower level section?



Arena / Basketball



Lower level
101-132
Upper level
201-240

Dashed Line = Downsizing Curtain Location

LESSON TITLE: ACC School Facts

SS Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

CURRICULUM AREA: Social Studies-research skills (could be used as computer database)

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What sources can you use to find basic facts about colleges or universities?

ACTIVITY SUMMARY:

Students will use several different sources of research materials to complete a fact sheet or database on each ACC school.

ACTIVATING STRATEGIES:

The teacher can assign this either as individual or group assignment. This can be researched on one or more schools. The teacher may need to give examples of facts to find and where to find it.

COGNITIVE TEACHING STRATEGIES:

Examples of facts to find: Full name of college or university
Year founded
of students
Gender and racial make-up of school
Tuition
Private/Public

SUMMARY STRATEGIES:

Students can graph certain facts.
Students can create database on computer or written data table.
Students/groups compare different facts.

RESOURCES:

Media guides, encyclopedia, almanac, internet

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teaching: Teacher chooses one fact and has all students search at the same time (copies of media guide or internet access)

Enrichment: Extend into group project that requires certain fact, certain graphs, illustrations, oral presentations.

LESSON TITLE: Which School Will Produce the Next WNBA Player?

CURRICULUM AREA: Social Studies/ Research

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the theoretical probability of an ACC player playing in the WNBA?

ACTIVITY SUMMARY:

Find the number of ACC players who play professional basketball.

ACTIVATING STRATEGIES:

List the names of the schools. Write the number of basketball players per school.

METHODS:

- 1) Research each WNBA team to find out # of players who are from ACC schools.
- 2) Create a ratio of number who play professionally to who play collegiate per school.
- 3) Create percentages from this ratio.
- 4) Compare/contrast percentages from each ACC school.

SUMMARY STRATEGIES:

State which school has the most players playing professionally and the probability of playing professionally for an ACC player.

RESOURCES:

Internet and newspaper. WNBA.com and ACC.com (computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Variations: If no student access to computer: Teacher gathers data from WNBA.com and ACC.com and makes a transparency or provides copies of data.

Re-teach: Teacher-directed lesson (Use transparency)

LESSON TITLE: Hi- ACC (Haiku of ACC)

CURRICULUM AREA: Language Arts 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION: What specific words would you use to describe your favorite mascot?

ACTIVITY SUMMARY:

Create a haiku using your favorite ACC mascot as the subject.

ACTIVATING STRATEGIES:

Have an example of a haiku, for a well-known mascot (not in ACC), on the board. Remind students of the criteria for writing a haiku.

COGNITIVE TEACHING STRATEGIES:

- 1) Students should work independently.
- 2) If necessary, let students brainstorm words associated with each mascot.

SUMMARY STRATEGIES:

Let students share their haikus, illustrate, etc.

RESOURCES:

Names of all ACC team names and mascots (on board)
Boston College- Eagles, Clemson- Tigers, Duke- Blue Devils, Florida State- Seminole, Georgia Tech- Yellow Jackets, Maryland- Terrapins, Miami- Hurricanes (ibis), North Carolina- Tar Heels (ram), NC State- Wolfpack, Virginia- Cavaliers, Virginia Tech- Hokies (turkey), Wake Forest- Demon Deacons

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach

Brainstorm words associated with each Names of all ACC team names or mascots (on board)

Enrichment

Use computer to print, compile, or illustrate.

LESSON TITLE: The Winning Shot

CURRICULUM AREA: Writing/Language Arts 1.01, 6.01, 6.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do you imagine that the game would end?

ACTIVITY SUMMARY:

Writing Prompt

ACTIVATING STRATEGIES:

Brainstorm

Elements of creative writing and descriptive writing

Discuss rules of basketball and scouting

COGNITIVE TEACHING STRATEGIES: Writing Prompt

* Senior athlete in college at an ACC School

** WNBA Scouts are at the championship game

*** (The student) has to take the winning shot

**** Describe how the game ends and the winning shot.

SUMMARY STRATEGIES:

Peer editing

RESOURCES:

None

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher-directed-students and teacher write paper together (teacher on the board, students on paper) Discussion occurs during entire process.

Enrichment: Extend the story past the game's end.

Writing Prompts

- Pretend you are a newscaster reporting the best play ever...
- Describe the craziest fan in the stands.
- Out of all 12 teams in the ACC, which is your favorite? Explain.
- List some of the rules of basketball.
- Compare/contrast two players.
- “How To” Book of Basketball.
- Create your own ACC basketball team.
- How would basketball change if the court was a different shape (other than a rectangle)?
- Be the coach or star player and give an interview about the game you just won or lost.
- You get injured during the big game. How do you feel sitting on the bench watching the rest?
- Write an advertisement for the ACC basketball tournament.
- Pretend you are the team mascot, in a really stinky, hot outfit. You have to put on two half time shows. What do you do and how do you feel?
- An ACC team is changing its mascot. Choose a school and create a new mascot for it. Explain reasoning.

LESSON TITLE: The ACC Women's Tournament

CURRICULUM AREA: 2.01 Language Arts, Technology, Word Processing

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do I analyze and evaluate informational material about the ACC Women's tournament?

ACTIVITY SUMMARY:

Take all the information available about the ACC Women's Tournament and do the following: summarize info, determine its importance, draw inferences, generate questions & answers, and expand ideas. What connection can you find?

ACTIVATING STRATEGIES:

Name the ACC teams in the tournament. What do you know about the school's Basketball team?

COGNITIVE TEACHING STRATEGIES:

- 1) What do you know about the Women's Basketball teams?
- 2) Where can you find information about the teams?
- 3) What information do you think is more important, least important, most interesting, least interesting?
- 4) What question do you have about the information?

SUMMARY STRATEGIES:

What did you learn?

What information was needed not needed?

RESOURCES:

Internet, reference material, and periodicals.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

More teacher directed. Use reference and resource materials.

LESSON TITLE: My school is the best!

CURRICULUM AREA: Language Arts 3.03, 2.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Which ACC school is the best in the conference?

ACTIVITY SUMMARY:

Research and write persuasive essay on best ACC school.

ACTIVATING STRATEGIES:

Why is _____ your team? Why do you like _____? What about them do you like? Why are they the best/better team?

COGNITIVE TEACHING STRATEGIES:

- 1) Why is it important to have a favorite school?
- 2) Who is your favorite school?
- 3) Use the internet, publications, newspapers, magazines, references, books to gather information about your school.
- 4) Write a paper to explain why your school should be my school. Use information you have gathered. Use charts, graphs, pictures, etc. to support your argument.
- 5) Present your argument to the class.

SUMMARY STRATEGIES:

What did you learn about the other schools? Did your favorite change to another school? What did you learn about your school that you did not know?

RESOURCES:

Reference material about schools via internet, paper, and publications.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

LESSON TITLE: Basketball Interview

CURRICULUM AREA: Language Arts / Technology 1.01, 1.03, 2.01

GRADE LEVEL: 6, 7, & 8

ESSENTIAL QUESTION:

If you could interview a basketball player in the ACC, who would it be and what would you ask?

ACTIVITY SUMMARY:

Students will write interview questions for an ACC player.

ACTIVATING STRATEGIES:

Talk about interviews on TV or in print and list common questions.

COGNITIVE TEACHING STRATEGIES:

- 1) Have students list information they want to know about an ACC player.
- 2) Students should write questions and follow-up questions in an order that would encourage good transition from one subject to another.

SUMMARY STRATEGIES:

Students can “interview” a partner to practice interviewing skills. The partner can make up reasonable answers to help the interview flow.

RESOURCES:

Rosters for each team. (Teacher can copy from ACC.com or students can access ACC.com)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: As a class, generate interview questions for a well-know ACC player and discuss follow-up questions.

Enrichment: Have students research an ACC athlete before writing interview questions.

Video tape a mock interview with your ACC player and share it with your class.

LESSON TITLE: Reporting Live

CURRICULUM AREA: Language Arts / Technology 1.02, 1.03, 2.01, 5.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What does it take to cover a game?

ACTIVITY SUMMARY:

Students will report a live game of the ACC tournament.

ACTIVATING STRATEGIES:

Read a news article of a game that has just been played.

METHODS:

- 1) Watch the game as a class.
- 2) Allow students to take notes on the game.
- 3) Student will prepare a news article about the game.
- 4) Some students can pair together to co-anchor the report.
- 5) Students will word process the report: bold lines, spell check, thesaurus, cut and paste.

SUMMARY STRATEGIES:

Give students grades based on the information, the style and delivery.

RESOURCES:

Television, newspaper.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teaching

Review a newspaper article and discuss details and supporting info.

Enrichment

Allow students to present their report as a live anchor with commercials and co-anchor reporting.

LESSON TITLE: Stand Up!

CURRICULUM AREA: Vocabulary/Language Arts / Poetry 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is an acrostic poem?

ACTIVITY SUMMARY:

Students will create an acrostic for one ACC mascot

ACTIVATING STRATEGIES:

Create an acrostic for : **A**
 C
 C

METHODS:

- 1) Allow student to pick a team mascot.
- 2) Make an acrostic for the team mascot.
- 3) Write and design the acrostic.

SUMMARY STRATEGIES:

- 1) Post them on the wall i.e. **Does**
 Every
 Victory
 Include
 Losing

RESOURCES:

Crayons, markers, posters.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Create an acrostic for your school's mascot. Use the name of the entire school and mascot. Example: Southwest Cowboys.

LESSON TITLE: Team Statistics Spreadsheet

CURRICULUM AREA: Math / Technology

GRADE LEVEL: 6th, 7th, & 8th

ESSENTIAL QUESTION:

What is your ACC team's average for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals?

ACTIVITY SUMMARY:

Use a computer excel program to prepare a spreadsheet for each ACC team.

ACTIVATING STRATEGIES:

Without talking, students must communicate to their classmates their birthdays. They are to line up from January to December in the order of their birthdays from January 1 through December 31.

METHOD:

Use 12 teams with each team representing one of the ACC schools. Have the teams create a spreadsheet of the players on their team in the EQ categories. Students will title their spreadsheet with the name of their school. They may center the title by using the right click and format cells. Each team will have columns for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals. Students may use the format, column width, auto format for their columns. You will obtain the statistics by using ACC.com. After students have filled all the columns, use insert function to average each column. Teams will print out their school's statistics and later present them to the class. The class will decide which team should be more successful based on the statistics.

SUMMARY STRATEGIES:

Higher order questions about how to create a spreadsheet.

RESOURCES:

Newspapers, ACC.com.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. After tournament, add tournament data
2. Compare teams' data
3. Create graphs for each category

LESSON TITLE: Do You Want to Super Size?

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Should students be grouped by physical size for PE?

ACTIVITY SUMMARY:

Paideia Seminar

ACTIVATING STRATEGIES:

- 1) Arrange the class in order of height, tallest to shortest.
- 2) Arrange class according to the shoe size, smallest to largest.

METHOD:

- 1) Should students be grouped in PE according to size?
- 2) Does size affect ability/skill?
- 3) Compare the size of the players at each ACC respective school?
- 4) Does the tallest player or the shortest player get the most playing time: Relate that to your home school.

SUMMARY STRATEGIES:

Name ways to group students randomly. How successful do you think the teams will be? What are advantages of random groupings? What are advantages of groupings by size?

RESOURCES:

Player height- ACC.com

RE-TEACHING AND ENRICHMENT ACTIVITIES:

- 1) Pick an NBA/WNBA team and list the heights. Decide who gets the most playing time.
- 2) What is the mean height per team?
- 3) What is the mean female adult height?
- 4) What can you infer about height and the WNBA?

LESSON TITLE: Sportsmanship, please!

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the difference between an unintentional foul and intentional foul?

ACTIVITY SUMMARY:

Students will differentiate between an intentional and unintentional foul and see relationship between fouls and game outcome.

ACTIVATING STRATEGIES:

Have students stand in a line at one end of the room and tell them to walk to the other end, then have them change direction quickly, repeat, stop, and see who was bumped.

METHODS:

- 1) Have students sit in a circle.
- 2) Define intentional.
- 3) Define unintentional.
- 4) Decide who got fouled and, determine if it was intentional or unintentional
- 5) Discuss the difference between intentional and unintentional.
- 6) What are common reactions when things are done intentional?
- 7) What are common reactions when things are done unintentionally?
- 8) What are appropriate responses to intentional actions?
- 9) How are intentional fouls handled on basketball?

RESOURCES:

Dry erase board and list of definitions for intentional and unintentional.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Break into groups and re-enact different intentional and unintentional situations.

Seventh Grade Curriculum

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LESSON TITLE: Create ACC Tournament Brackets

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can brackets be drawn to accommodate 12 teams if a team leaves after a loss?

ACTIVITY SUMMARY:

Draw a bracket for the 2010 tournament and explain how teams advance.

ACTIVATING STRATEGIES:

Have students generate possible problem solving strategies for tournament brackets.

COGNITIVE TEACHING STRATEGIES:

Put students in groups and let them create brackets w/ following criteria:

- a) Every team must play at least once
- b) Single elimination

SUMMARY STRATEGIES:

What strategies were used? What problems did you have creating the brackets?

RESOURCES:

None

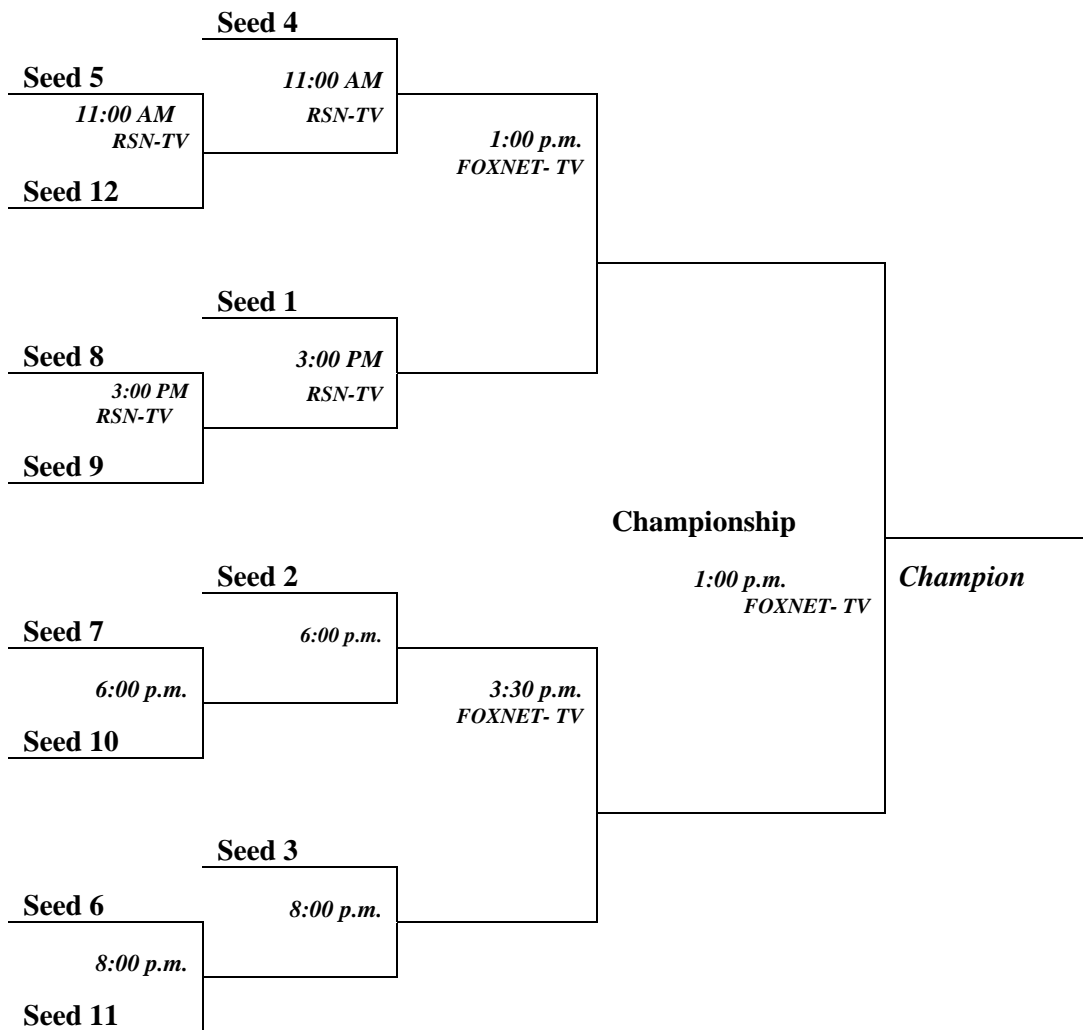


2010



Atlantic Coast Conference Women's Basketball Tournament

<u><i>1st Round</i></u>	<u><i>Quarterfinals</i></u>	<u><i>Semifinals</i></u>	<u><i>Finals</i></u>
<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>March 4</i>	<i>March 5</i>	<i>March 6</i>	<i>March 7</i>



RSN-TV - FOX Sports Net South, ComCast Sports Net, FSN-Florida, NESN (New England Sports Network)

LESSON TITLE: University Tickets

CURRICULUM AREA: Math

GRADE LEVEL: 6 & 7

ESSENTIAL QUESTION:

If each ACC school receives 875 tickets, what is the ratio of tickets to student population per ACC school?

ACTIVITY SUMMARY:

Students will find student enrollment for each ACC school and write ratios for all 12 schools.

ACTIVATING STRATEGIES:

Students will use ratios to write percentages.

Discuss the number of students at each university compared to number of students at middle school. Remind students that the schools in the ACC have different student populations.

METHODS:

- 1) Divide students into 12 equal groups.
- 2) Assign a school to each group.
- 3) Each group will find student enrollment at designated school.
- 4) Write the ratio and percent for designated school.
- 5) Compile data from all 12 schools.

SUMMARY STRATEGIES:

- 1) Report the information to the class.
- 2) Allow students to check the info.

RESOURCES:

- 1) Each ACC school receives about 875 tickets.
- 2) Enrollment for each ACC school (Computer access ACC.com).

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Ratio of boys/girls at each ACC school.

LESSON TITLE: Probability of “Making a Hoop”

CURRICULUM AREA: Math 4.2, 4.3, 4.4, 4.5, 5.4

GRADE LEVEL: 6th, 7th, 8th

ESSENTIAL QUESTION:

What is the difference between theoretical and experimental probability?

ACTIVITY SUMMARY:

Students will be divided into 12 equal groups with each group representing one of the ACC schools. Students will participate in an activity to illustrate experimental and theoretical probability.

ACTIVATING STRATEGIES:

Whole class determines probability by writing a ratio with shots hit divided by total. Teacher asks students probability if she takes 10 more shots. (theoretical probability)
Teachers shoots 10 times. Record data. (experimental probability)

METHOD:

- 1) Students are grouped.
- 2) Each student shoots 10 times.
- 3) Record data.
- 4) Each Student shoots 10 more times.
- 5) Compare theoretical with experimental probability.

SUMMARY STRATEGIES:

Teacher will pose higher order questions. Review theoretical and experimental probability. Predictions are posted.

RESOURCES:

Nerf ball (1 per group).
Data table per person.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. Students can gather free throw data and 3 point shot data of ACC player(s) and predict game performance for a particular game based on past performance. Record data from game and compare to prediction.

Data Table

Name	Shots Made	Ratio	Shots Made	Ratio	Did Exp. Prob. Match the. Prob.?
Teacher					

LESSON TITLE: Exploring Central Tendency

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the mode, median, mean, and range for player height of given ACC team?

ACTIVITY SUMMARY:

Students will find measures of central tendency for player height of a given team. Students will explain how mean is sensitive to extremes and explain its use in comparison with median and mode.

ACTIVATING STRATEGIES:

Review meaning of mode, mean, median, and range and review method for finding each measure. Predict measures.

METHODS:

- 1) Separate students into groups, so each ACC school is represented. (Teacher may choose to use one school as an example to model.)
- 2) Students work cooperatively, using fact sheet and resources to find measures of central tendency.
- 3) Students organize gathered data on a chart.
- 4) Students generate questions and answers based on the chart.

SUMMARY STRATEGIES:

Which measure of central tendency is most appropriate for your data? Why? Which measure is most misleading? Why?

RESOURCES:

Data on player height for each ACC team from team rosters.
(Teacher can gather player data from ACC.com before class or students can gather data using computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher directed lesson- students work with teach to find each measure.

Choose one or two schools.

Enrichment: Create box and whisker graph of data.

LESSON TITLE: Ratios- The Seating Capacity of the Coliseum Versus Home Court

CURRICULUM AREA: Math

GRADE LEVEL: 6-7

ESSENTIAL QUESTION:

What is the ratio between the seating capacities of the Greensboro Coliseum compared to the home court of each ACC school?

ACTIVITY SUMMARY:

Students compute ratio for each of the ACC schools.

ACTIVATING STRATEGIES:

Why is it important to learn the ratio of the home court capacity to the capacity of the Coliseum?

METHODS:

1. Explain the importance of ratios.
2. Compute ratio-coliseum to ACC School's arena.
3. Compute ratio ACC Schools to Coliseum.
4. Which school has the best ratio, worst ratio, and closest ratio?

SUMMARY STRATEGIES:

Review how to get ratios and the importance of ratios.

RESOURCES:

1. Greensboro Coliseum capacity: 23,800
2. ACC schools capacity: Boston College-8,606, Clemson-9,850, North Carolina-8,010, NC State-9,500, Duke-9,314, Wake Forest-14,665, Georgia Tech-9,191, Virginia Tech-9,847, Virginia-14,593, Maryland-17,950, Miami-7,000, Florida State-12,100

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher-directed activity

Data Table

Team	Mode	Median	Mean	Range	Best measure of central tendency

LESSON TITLE: Win, Lose, or Graph

CURRICULUM AREA: Math/Technology

GRADE LEVEL: 6, 7, 8

ESSENTIAL QUESTION:

Create a double bar graph (scatter plot for 8th grade), using win/loss data for each ACC team.

ACTIVITY SUMMARY:

Students will use win/loss data for each ACC team to create a double-bar graph.

ACTIVATING STRATEGIES:

Discuss types of graphs and let students discuss best graph for this data.

COGNITIVE TEACHING STRATEGIES:

- 1) Students can work in pairs or independently.
- 2) One color for wins and one color for losses.

SUMMARY STRATEGIES:

Generate questions from data.

RESOURCES:

- 1) Win/loss data for regular season for each ACC school.
- 2) Graph paper.
- 3) Colored pencils or markers.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teach

- 1) Label x & y axis as a class (wins/losses on y-axis, team name on x-axis)
- 2) Mark intervals together
- 3) Create large graph on board or on a bulletin board and have students graph data on class graph.

Enrichment

- 1) Have students generate questions from graphed data.
- 2) Create quadruple bar graph using men's and women's data.

LESSON TITLE: Body Functions

CURRICULUM AREA: Science- 4.01, 4.02, 4.04, 4.05, 4.07

GRADE LEVEL: 7th

ESSENTIAL QUESTION:

How does each body system function during a basketball game?

ACTIVITY SUMMARY:

Students will list each body system and explain how that system enables a player to play basketball. Students should see relationships between body systems.

ACTIVATING STRATEGIES:

Name body systems- respiratory, digestive, nervous, circulatory, skeletal, muscular, urinary, and reproductive.

COGNITIVE TEACHING STRATEGIES:

Students can work independently in pairs or in groups.

- 1) For each system students will explain that system's function during a basketball game. Example: Muscular system provides movement through muscle contractions.
- 2) Compile data.

SUMMARY STRATEGIES:

How is the muscular system related to the digestive and the respiratory system? How is the circulatory system related to the digestive system? How is the circulatory system related to the digestive system and the respiratory system? How is the urinary system related to the circulatory system?

RESOURCES:

Science Book

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Teacher directed lesson- probing questions. How can an athlete maximize performance by understanding each system? What habits hinder performance by limiting body system's function?

LESSON TITLE: Benchmark or Benchwarmer

CURRICULUM AREA: Science, 4.02, 4.03, 4.08

GRADE LEVEL: 7

ESSENTIAL QUESTION:

What illnesses or injuries are basketball players likely to develop?

ACTIVITY SUMMARY:

Students will predict illnesses or injuries an athlete is most likely to develop.

ACTIVATING STRATEGIES:

What are some illnesses or injuries students have experienced that affect playing sports?

COGNITIVE TEACHING STRATEGIES:

- 1) Students generate names of body systems
- 2) Students generate illnesses and injuries related to each system

SUMMARY STRATEGIES:

Discuss ways athletes prevent illness or injury.

RESOURCES:

Science Book

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach

Teacher-directed lesson

Enrichment

Have students predict treatment for each illness or injury.

LESSON TITLE: Raise that Score

CURRICULUM AREA: Science Technology

GRADE LEVEL: 7

ESSENTIAL QUESTION: How can projectile motion be manipulated?

ACTIVITY SUMMARY: Students will develop an appreciation of projectile motion through various methods and investigate what variables affect the flight path.

ACTIVATING STRATEGIES:

- 1) Introduce topic of projectile motion through general discussion of examples generated by class.
- 2) Students will be split into small groups and will be given at least two different types of balls. Each group should come to consensus on the factors that affect the shape and duration of the flight path of the balls. Teacher should monitor groups, asking guiding questions to encourage brainstorming.
- 3) Lead class discussion of what factors affect projectile motion. Allow different teams to defend their choices and come to a class consensus on the important factors.

SUMMARY STRATEGIES: Teacher and class provide feedback in the ideas that are generated.

RESOURCES: Several footballs, basketballs, baseballs and other items for students to throw.

LESSONS TITLE: Fit to Play

CURRICULUM AREA: Science, Language Arts, Health

GRADE LEVEL: 6-8

ESSENTIAL QUESTION: How do you know which student athletes may be at risk for sports-related injuries?

ACTIVITY SUMMARY: In this lesson, students research certain sports-related injuries and who may be at risk for these conditions. They then synthesize their knowledge by collectively developing a comprehensive medical history form that asks potential athletes questions to determine if they are at risk for such conditions.

SUGGESTED TIME ALLOWANCE: 1 hour

ACTIVATING STRATEGIES: Students will:

1. Evaluate the types of questions usually included on medical forms.
2. Examine the issues involved in evaluating student athletes before participating on sports teams by reading and discussing "A Pregame Ritual: Doctors Averting Disasters."
3. Research certain sports-related conditions; develop questions related to these conditions that should be included on medical history forms.
4. Synthesize their understanding of sports-related conditions by critiquing existing medical history forms.

COGNITIVE TEACHING STRATEGIES: 1. WARM-UP/DO NOW: In their journals, students respond to the following prompt (written on the board prior to class): "What types of questions are usually included on medical forms? Write a list of questions you have seen on such forms." After a few minutes, have volunteers share their lists of questions while listing the questions on the blackboard. How many of these questions would fall under the category of "medical history" questions? Circle the questions that fall under that category. Why is it important to determine a person's medical history? Why is it important to determine a person's family's medical history?

2. As a class, read and discuss "A Pregame Ritual: Doctors Averting Disasters," focusing on the following questions:
 - a. Why did Buddy Lorentsen's parents take Buddy's school district to the State Supreme Court?
 - b. How did the State Supreme Court justice rule?
 - c. Why did Dr. Koester say he would have "no concern" about Buddy's playing soccer?
 - d. Why do most student athletes have to undergo medical evaluations before participating on a sports team?
 - e. Why should a physical exam be completed six or eight weeks before an athletic season begins?
 - f. What did Dr. Koester mean when he said, "History is the key"?
 - g. According to Dr. Koester, what is the leading predictor of an athletic injury?

- h. What disorders are responsible for most cardiac deaths in young athletes?
- i. Why is a child's history of concussions important?
- j. What are factors that may increase the risk of an athlete experiencing heatstroke?
- k. Why should a child's medical history include the child's eating habits?

3. Explain to students that they will be collectively developing a comprehensive medical history form that asks potential athletes questions to determine if they suffer from common sports-related conditions or are at risk for experiencing such conditions. Divide the class into five groups. Assign each group a different issue of the American Academy of Pediatrics' "Sports Shorts" feature that examines a sports-related condition (head injuries; exertional heat-related illness; common finger injuries; sudden cardiac death; female athlete triad). The "Sports Shorts" pdf documents can be downloaded from the New York Times web site (<http://www.nytimes.com/2003/10/14/health/personal-health-a-pregame-ritual-doctors-averting-disasters.html>) Using the "Sports Shorts" sheet and all available resources, each group completes the following tasks (written on the board for easier student access):

- Define the sports-related condition.
- List the signs of this condition or the risk factors for developing this condition.
- Develop medical history questions relevant to this condition and write them with a marker on a large poster board.

After each group has completed their research, they will present their findings and display their poster board that lists their questions. While each group presents, other groups' members should take notes in preparation for the homework assignment.

SUMMARY STRATEGIES: Each student researches the medical history form that is required of student athletes at his or her school. Write a critique of the form based on the questions submitted during the class presentations on five sports-related conditions. If the critiques are unfavorable, students could submit their critiques in letter form to the governing boards that decide policy regarding sports participation at their schools.

RESOURCES: -student journals

-pens/pencils

-classroom blackboard

-copies of "A Pregame Ritual: Doctors Averting Disasters," (one per student)

-five different issues of the American Academy of Pediatrics' "Sports Shorts" (head injuries; exertional heat-related illness; common finger injuries; sudden cardiac death; female athlete triad). The "Sports Shorts" pdf documents can be downloaded from the American Academy of Pediatrics' Web site

(<http://www.aap.org/sections/sportsmedicine/SportsShorts.cfm>)

-markers (enough for all groups)

-large sheets of poster board (enough for all groups)

-resources for researching sports-related conditions (health and biology textbooks, encyclopedias, computers with Internet access.

LESSON TITLE: Basketball Physics

CURRICULUM AREA: Science / Technology

GRADE LEVEL: 7th

ESSENTIAL QUESTION: Why do some basketball shots go in and others do not?

ACTIVITY SUMMARY: Go to www.teachersdomain.com (you will need to register – it is free). Search “basketball physics”.

ACTIVITY STRATEGY: Read the background essay aloud in class.

COGNITIVE TEACHING STRATEGY: Watch the 5 minute video from Dragonfly TV.

-Once completed, conduct a class discussion from the “Questions from Discussion” section from the Teachers Domain web page.

-Take students to the computer lab and go to www.fearofphysics.com/Proj/proj.html

-Give students a reasonable amount of time to work the simulation experimenting with different distances from the hoop, shot angles and shot velocities to see if they can make the shot.

SUMMARY STRATEGY: Take students to the gym and give them some time to put their new knowledge to the test.

RESOURCES:

www.teachersdomain.com

www.fearofphysics.com

www.DragonflyTV.com

LESSON TITLE: Where are the ACC schools located?

CURRICULUM AREA: Social Studies-Geography

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What are the absolute and relative locations of the 12 ACC schools?

ACTIVITY SUMMARY:

In groups of 2 or 3, students will use an atlas and/or other materials to determine the absolute and relative location of each school and answer questions from an activity sheet.

ACTIVATING STRATEGIES:

The teacher assigns cooperative pairs or triads. Each group is given the activity sheet and an atlas. The teacher models how to find absolute location (latitude-longitude) and relative location using one school.

COGNITIVE TEACHING STRATEGIES:

- 1) Students must use the maps to find the absolute location of each town/city in which ACC schools are found.
- 2) Students complete relative location questions from activity.

SUMMARY STRATEGIES:

RESOURCES:

Activity sheet and atlas of Eastern United States.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach:

1. Teacher makes a transparency of map containing location of one school and models finding absolute location.
2. Teacher provides copies of maps for each school's location (no need for atlas)

Enrichment:

1. Students write questions using directions (N,S,E,W) to find relative locations of ACC school.

Schools of the ACC

Part 1. Absolute Location

Georgia Tech Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

North Carolina Latitude _____
_____ Longitude _____

Miami Latitude _____
_____ Longitude _____

Wake Forest Latitude _____
_____ Longitude _____

Clemson Latitude _____
_____ Longitude _____

Duke Latitude _____
_____ Longitude _____

Maryland Latitude _____
_____ Longitude _____

NC State Latitude _____
_____ Longitude _____

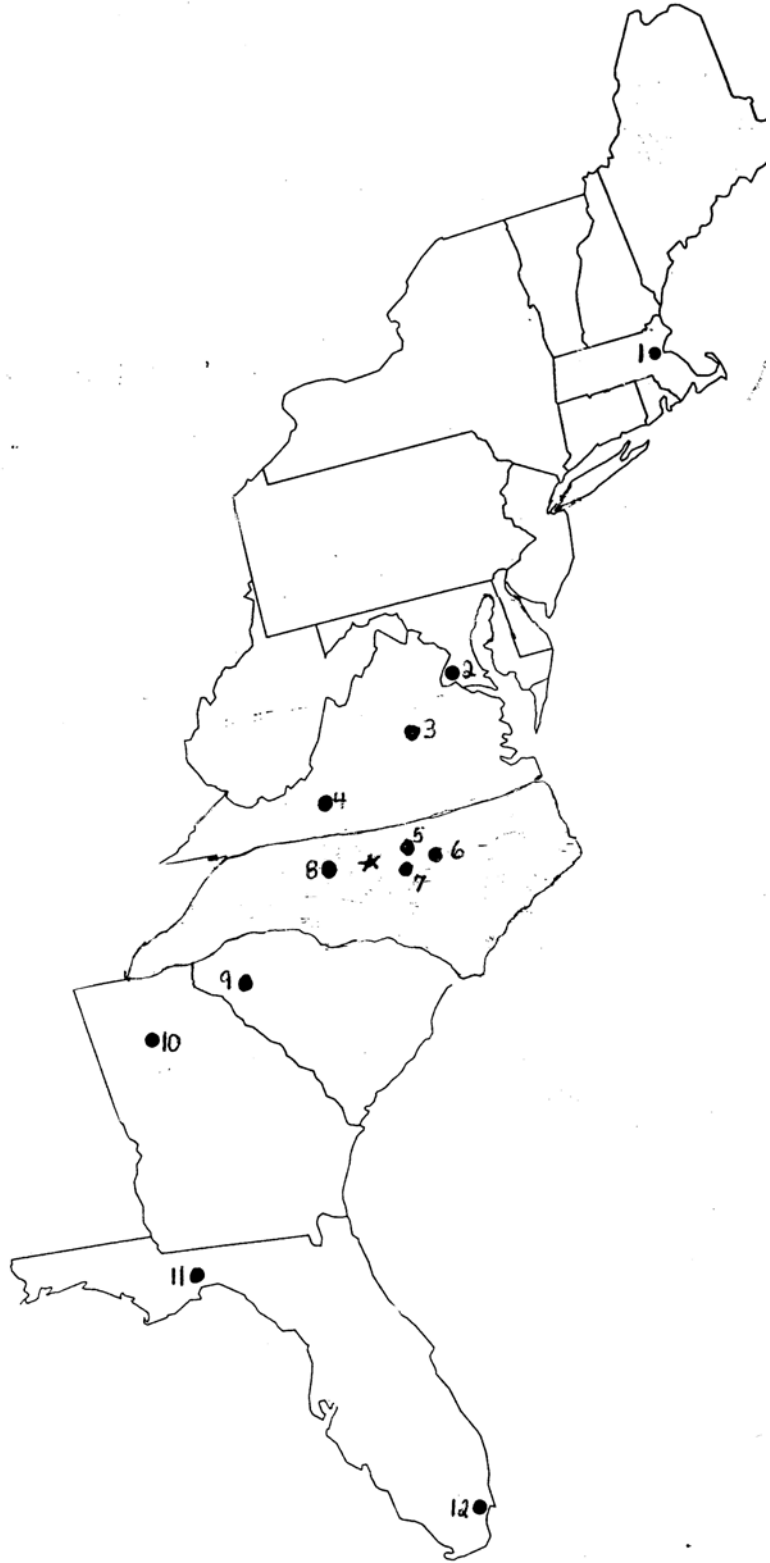
Florida State Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

Boston College Latitude _____
_____ Longitude _____

Part II. Relative Location & Directions

- 1) What is the northern most ACC School?
- 2) What is the southern most ACC School?
- 3) How many states have more than one ACC School?
Which states are they?
- 4) Describe the location of Virginia Tech relative to Maryland and Georgia Tech.
- 5) Describe the location of Clemson relative to NC State.
- 6) The two teams that travel the greatest distance for away games are:
- 7) Use cardinal (North, South, East, West) and Intermediate (NE, NW, SE, SW) directions to write out a route from #1 to #12 and visiting all schools in between in order.
- 8) What are the two closest schools to Florida State?
- 9) Which school is the eastern most?
- 10) What schools play in the same state as Wake Forest?



LESSON TITLE: You Can Get There From Here! Coliseum Directions

SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

3.01 & 3.02-map & charts

CURRICULUM AREA: Social Studies/Math/Lang. Arts

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can non-written materials help find directions and specific information.

ACTIVITY SUMMARY:

Individual or groups of students will use the information from coliseum map to answer questions about seating arrangements and directions.

ACTIVATING STRATEGIES:

The teacher distributes activity sheet with a map of the Greensboro Coliseum. The teacher will familiarize students with major features of the coliseum map.

COGNITIVE TEACHING STRATEGIES:

Students (individually or groups) must find answers to written questions using the non-written source of a coliseum map.

Some questions require the students to use cardinal & intermediate directions.

Some questions require basic math skills.

RESOURCES:

You can get there from here! Activity sheet, & map of coliseum.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

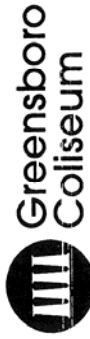
Students can make up their own questions using the coliseum map.

You Can Get There From Here!

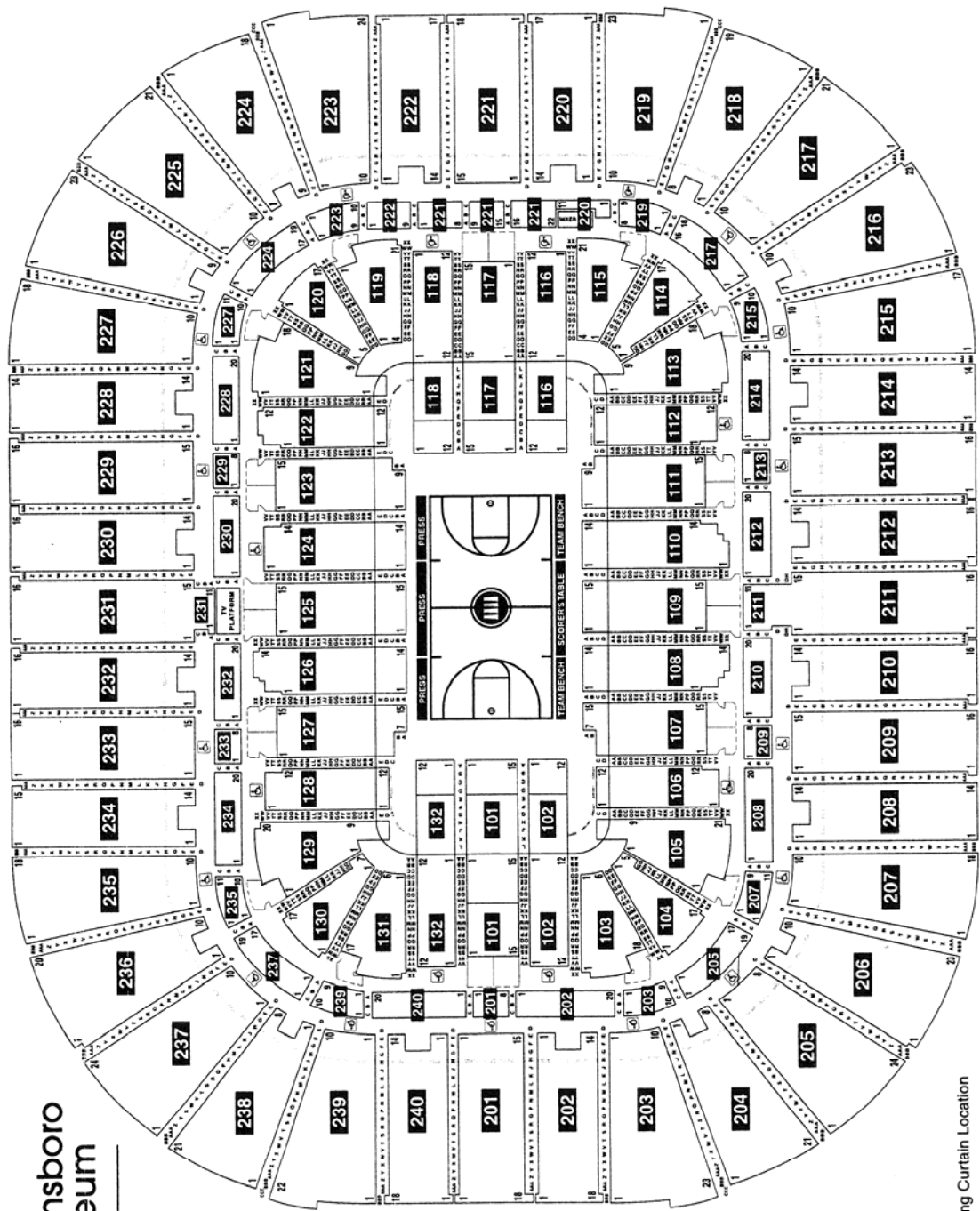
Map and Directions

The Greensboro Coliseum can seat 23,800 people for a basketball game. For the ACC women's Basketball Tournament a curtain in the upper deck is used and reduces the seating capacity to 10, 151.

- 1) How many sections are in the lower level?
- 2) How many sections are in the upper level?
- 3) If a person moved from section 207 to section 226 how many sections to the left did they move?
- 4) Moving from row X, section 211 to front row section 109 how many rows forward would you move?
- 5) Which section(s) in the coliseum has the most seats in a single row?
- 6) List the lower level sections behind which wheel-chair seating can be found?
- 7) Give detailed directions for someone who wants to move from row CC, Section 203 to Row E, Section 118.
- 8) How many sections have seats in the lower level and directly behind the Press tables?
- 9) Which section contains the Mixer?
- 10) The TV Platform is behind which lower level section?



Arena / Basketball



Lower level
101-132
Upper level
201-240

Dashed Line = Downsizing Curtain Location

LESSON TITLE: ACC School Facts

SS Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

CURRICULUM AREA: Social Studies-research skills (could be used as computer database)

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What sources can you use to find basic facts about colleges or universities?

ACTIVITY SUMMARY:

Students will use several different sources of research materials to complete a fact sheet or database on each ACC school.

ACTIVATING STRATEGIES:

The teacher can assign this either as individual or group assignment. This can be researched on one or more schools. The teacher may need to give examples of facts to find and where to find it.

COGNITIVE TEACHING STRATEGIES:

Examples of facts to find: Full name of college or university
Year founded
of students
Gender and racial make-up of school
Tuition
Private/Public

SUMMARY STRATEGIES:

Students can graph certain facts.
Students can create database on computer or written data table.
Students/groups compare different facts.

RESOURCES:

Media guides, encyclopedia, almanac, internet

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teaching: Teacher chooses one fact and has all students search at the same time (copies of media guide or internet access)

Enrichment: Extend into group project that requires certain fact, certain graphs, illustrations, oral presentations.

LESSON TITLE: Which School Will Produce the Next WNBA Player?

CURRICULUM AREA: Social Studies/ Research

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the theoretical probability of an ACC player playing in the WNBA?

ACTIVITY SUMMARY:

Find the number of ACC players who play professional basketball.

ACTIVATING STRATEGIES:

List the names of the schools. Write the number of basketball players per school.

METHODS:

- 1) Research each WNBA team to find out # of players who are from ACC schools.
- 2) Create a ratio of number who play professionally to who play collegiate per school.
- 3) Create percentages from this ratio.
- 4) Compare/contrast percentages from each ACC school.

SUMMARY STRATEGIES:

State which school has the most players playing professionally and the probability of playing professionally for an ACC player.

RESOURCES:

Internet and newspaper. WNBA.com and ACC.com (computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Variations: If no student access to computer: Teacher gathers data from WNBA.com and ACC.com and makes a transparency or provides copies of data.

Re-teach: Teacher-directed lesson (Use transparency)

LESSON TITLE: Hi- ACC (Haiku of ACC)

CURRICULUM AREA: Language Arts 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION: What specific words would you use to describe your favorite team name or mascot?

ACTIVITY SUMMARY:

Create a haiku using your favorite ACC mascot as the subject.

ACTIVATING STRATEGIES:

Have an example of a haiku, for a well-known mascot (not in ACC), on the board. Remind students of the criteria for writing a haiku.

COGNITIVE TEACHING STRATEGIES:

- 1) Students should work independently.
- 2) If necessary, let students brainstorm words associated with each mascot.

SUMMARY STRATEGIES:

Let students share their haikus, illustrate, etc.

RESOURCES:

Names of all ACC team names or mascots (on board)
Boston College- Eagles, Clemson- Tigers, Duke- Blue Devils, Florida State- Seminole, Georgia Tech- Yellow Jackets, Maryland- Terrapins, Miami- Hurricanes (ibis), North Carolina- Tar Heels (ram), NC State- Wolfpack, Virginia- Cavaliers, Virginia Tech- Hokies (turkey), Wake Forest- Demon Deacons

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach

Brainstorm words associated with each mascot.

Enrichment

Use computer to print, compile, or illustrate.

LESSON TITLE: The Winning Shot

CURRICULUM AREA: Writing/Language Arts 1.01, 6.01, 6.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do you imagine the game would end?

ACTIVITY SUMMARY:

Writing Prompt

ACTIVATING STRATEGIES:

Brainstorm

Elements of creative writing, descriptive writing

Discuss rules of basketball, scouting

COGNITIVE TEACHING STRATEGIES: Writing Prompt

* Senior athlete in college at an ACC School

** WNBA Scouts are at the championship game

*** (The student) has to take the winning shot

**** Describe how the game ends and the winning shot.

SUMMARY STRATEGIES:

Peer editing

RESOURCES:

None

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher-directed-students and teacher write paper together (teacher on the board, students on paper) Discussion occurs during entire process.

Enrichment: Extend the story past the game's end.

Writing Prompts

- Pretend you are a newscaster reporting the best play ever...
- Describe the craziest fan in the stands.
- Out of all 12 teams in the ACC, which is your favorite? Explain.
- List some of the rules of basketball.
- Compare/contrast two players.
- “How To” Book of Basketball.
- Create your own ACC basketball team.
- How would basketball change if the court was a different shape (other than a rectangle)?
- Be the coach or star player and give an interview about the game you just won or lost.
- You get injured during the big game. How do you feel sitting on the bench watching the rest?
- Write an advertisement for the ACC basketball tournament.
- Pretend you are the team mascot, in a really hot outfit. You have to put on two half time shows. What do you do and how do you feel?
- An ACC team is changing its mascot. Choose a school and create a new mascot for it. Explain reasoning.

LESSON TITLE: The ACC Women's Tournament

CURRICULUM AREA: 2.01 Language Arts, Technology, Word Processing

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do I analyze and evaluate informational material about the ACC Women's tournament?

ACTIVITY SUMMARY:

Take all the information available about the ACC Women's Tournament and do the following: summarize info, determine its importance, draw inferences, generate questions & answers, and expand ideas. What connection can you find?

ACTIVATING STRATEGIES:

Name the ACC teams in the tournament. What do you know about the school's Basketball team?

COGNITIVE TEACHING STRATEGIES:

- 1) What do you know about the Women's Basketball teams?
- 2) Where can you find information about the teams?
- 3) What information do you think is more important, least important, most interesting, least interesting?
- 4) What question do you have about the information?

SUMMARY STRATEGIES:

What did you learn?

What information was needed not needed?

RESOURCES:

Internet, reference material, and periodicals.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

More teacher directed. Use reference and resource materials.

LESSON TITLE: My School is the Best!

CURRICULUM AREA: Language Arts 3.03, 2.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Which ACC school is the best in the conference?

ACTIVITY SUMMARY:

Research and write persuasive essay on best ACC school.

ACTIVATING STRATEGIES:

Why is _____ your team? Why do you like _____? What about them do you like? Why are they the best/better team?

COGNITIVE TEACHING STRATEGIES:

- 1) Why is it important to have a favorite school?
- 2) Who is your favorite school?
- 3) Use the internet, publications, newspapers, magazines, references, books to gather information about your school.
- 4) Write a paper to explain why your school should be my school. Use information you have gathered. Use charts, graphs, pictures, etc. to support your argument.
- 5) Present your argument to the class.

SUMMARY STRATEGIES:

What did you learn about the other schools? Did your favorite change to another school? What did you learn about your school that you did not know?

RESOURCES:

Reference material about schools via internet, paper, and publications.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

LESSON TITLE: Basketball Interview

CURRICULUM AREA: Language Arts 1.01, 1.03, 2.01 / Technology

GRADE LEVEL: 6, 7, & 8

ESSENTIAL QUESTION:

If you could interview a basketball player in the ACC, who would it be and what would you ask?

ACTIVITY SUMMARY:

Students will write interview questions for an ACC player.

ACTIVATING STRATEGIES:

Talk about interviews on TV or in print and list common questions.

COGNITIVE TEACHING STRATEGIES:

- 1) Have students list information they want to know about an ACC player.
- 2) Students should write questions and follow-up questions in an order that would encourage good transition from one subject to another.

SUMMARY STRATEGIES:

Students can “interview” a partner to practice interviewing skills. The partner can make up reasonable answers to help the interview flow.

RESOURCES:

Rosters for each team. (Teacher can copy from ACC.com or students can access ACC.com)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: As a class, generate interview questions for a well-know ACC player and discuss follow-up questions.

Enrichment: Have students research an ACC athlete before writing interview questions.

Video tape a mock interview with your ACC player and share it with the class.

LESSON TITLE: Reporting Live

CURRICULUM AREA: Language Arts 1.02, 1.03, 2.01, 5.01 / Technology

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What does it take to cover a game?

ACTIVITY SUMMARY:

Students will report a live game of the ACC tournament.

ACTIVATING STRATEGIES:

Read a news article of a game that has just been played.

METHODS:

- 1) Watch the game as a class.
- 2) Allow students to take notes on the game.
- 3) Student will prepare a news article about the game.
- 4) Some students can pair together to co-anchor the report.
- 5) Students will word process the report: bold lines, spell check, thesaurus, cut and paste.

SUMMARY STRATEGIES:

Give students grades based on the information, the style and delivery.

RESOURCES:

Television, newspaper.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teaching

Review a newspaper article and discuss details and supporting info.

Enrichment

Allow students to present their report as a live anchor with commercials and co-anchor reporting.

LESSON TITLE: Stand Up!

CURRICULUM AREA: Language Arts / Vocabulary / Poetry 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is an acrostic poem?

ACTIVITY SUMMARY:

Students will create an acrostic for one ACC mascot

ACTIVATING STRATEGIES:

Create an acrostic for : **A**
 C
 C

METHODS:

- 1) Allow student to pick a team mascot.
- 2) Make an acrostic for the team mascot.
- 3) Write and design the acrostic.

SUMMARY STRATEGIES:

- 1) Post them on the wall i.e. **Does**
 Every
 Victory
 Include
 Losing

RESOURCES:

Crayons, markers, posters.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Create an acrostic for your school's mascot. Use the name of the entire school and mascot. Example: Southwest Cowboys

LESSON TITLE: Team Statistics Spreadsheet

CURRICULUM AREA: Technology

GRADE LEVEL: 6th, 7th, & 8th

ESSENTIAL QUESTION:

What is your ACC team's average for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals?

ACTIVITY SUMMARY:

Use a computer excel program to prepare a spreadsheet for each ACC team.

ACTIVATING STRATEGIES:

Without talking, students must communicate to their classmates their birthdays. They are to line up from January to December in the order of their birthdays from January 1 through December 31.

METHOD:

Use 12 teams with each team representing one of the ACC schools. Have the teams create a spreadsheet of the players on their team in the EQ categories. Students will title their spreadsheet with the name of their school. They may center the title by using the right click and format cells. Each team will have columns for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals. Students may use the format, column width, auto format for their columns. You will obtain the statistics by using ACC.com. After students have filled all the columns, use insert function to average each column. Teams will print out their school's statistics and later present them to the class. The class will decide which team should be more successful based on the statistics.

SUMMARY STRATEGIES:

Higher order questions about how to create a spreadsheet.

RESOURCES:

Newspapers, ACC.com.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. After tournament, add tournament data
2. Compare teams' data
3. Create graphs for each category

LESSON TITLE: Do You Want to Super Size?

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Should students be grouped by physical size for PE?

ACTIVITY SUMMARY:

Paideia Seminar

ACTIVATING STRATEGIES:

- 1) Arrange the class in order of height, tallest to shortest.
- 2) Arrange class according to the shoe size, smallest to largest.

METHOD:

- 1) Should students be grouped in PE according to size?
- 2) Does size affect ability/skill?
- 3) Compare the size of the players at each ACC respective school?
- 4) Does the tallest player or the shortest player get the most playing time: Relate that to your home school.

SUMMARY STRATEGIES:

Name ways to group students randomly. How successful do you think the teams will be? What are advantages of random groupings? What are advantages of groupings by size?

RESOURCES:

Player height- ACC.com

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. Pick an NBA/WNBA team and list the heights. Decide who gets the most playing time.
2. What is the mean height per team?
3. What is the mean female adult height?
4. What can you infer about height and the WNBA?

LESSON TITLE: Sportsmanship, Please!

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the difference between an unintentional foul and intentional foul?

ACTIVITY SUMMARY:

Students will differentiate between an intentional and unintentional foul and see relationship between fouls and game outcome.

ACTIVATING STRATEGIES:

Have students stand in a line at one end of the room and tell them to walk to the other end, then have them change direction quickly, repeat, stop, and see who was bumped.

METHODS:

- 1) Have students sit in a circle.
- 2) Define intentional.
- 3) Define unintentional.
- 4) Decide who got fouled and, determine if it was intentional or unintentional
- 5) Discuss the difference between intentional and unintentional.
- 6) What are common reactions when things are done intentional?
- 7) What are common reactions when things are done unintentionally?
- 8) What are appropriate responses to intentional actions?
- 9) How are intentional fouls handled on basketball?

RESOURCES:

Dry erase board and list of definitions for intentional and unintentional.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Break into groups and re-enact different intentional and unintentional situations.

Eighth Grade Curriculum

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Probability of Making a Hoop	Math	88
Exploring Central Tendency	Math	90
Win, Lose or Graph	Math/Technology	92
Fit to Play	Science/Health	93
Where are the ACC schools located?	Social Studies/Geo.	95
You Can Get There from Here	Social Studies/Math	99
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Stand Up!	Language Arts/Voc.	113
Team Statistics Spreadsheet	Technology	114
Do You Want to Supersize?	Character Dev.	115
Showmanship Please!	Character Dev.	116

LESSON TITLE: Create ACC Tournament Brackets

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can brackets be drawn to accommodate 12 teams if a team leaves after a loss?

ACTIVITY SUMMARY:

Draw a bracket for the 2010 tournament and explain how teams advance.

ACTIVATING STRATEGIES:

Have students generate possible problem solving strategies for tournament brackets.

COGNITIVE TEACHING STRATEGIES:

Put students in groups and let them create brackets w/ following criteria:

- 1) Every team must play at least once
- 2) Single elimination

SUMMARY STRATEGIES:

What strategies were used? What problems did you have creating the brackets?

RESOURCES:

None

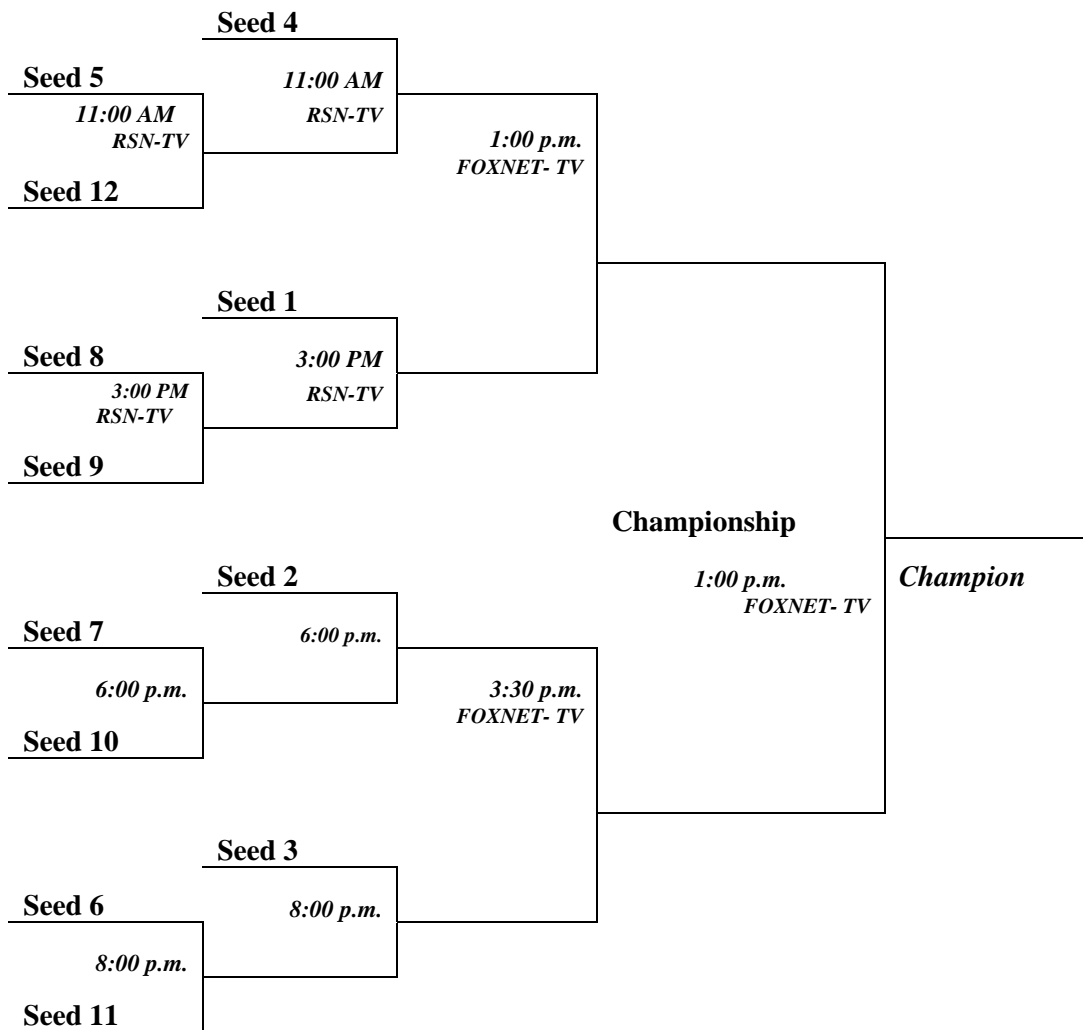


2010



Atlantic Coast Conference Women's Basketball Tournament

<u><i>1st Round</i></u>	<u><i>Quarterfinals</i></u>	<u><i>Semifinals</i></u>	<u><i>Finals</i></u>
<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>March 4</i>	<i>March 5</i>	<i>March 6</i>	<i>March 7</i>



RSN-TV - FOX Sports Net South, ComCast Sports Net, FSN-Florida, NESN (New England Sports Network)

LESSON TITLE: Probability of “Making a Hoop”

CURRICULUM AREA: Math 4.2, 4.3, 4.4, 4.5, 5.4

GRADE LEVEL: 6th, 7th, 8th

ESSENTIAL QUESTION:

What is the difference between theoretical and experimental probability?

ACTIVITY SUMMARY:

Students will be divided into 12 equal groups with each group representing one of the ACC schools. Students will participate in an activity to illustrate experimental and theoretical probability.

ACTIVATING STRATEGIES:

Whole class determines probability by writing a ratio with shots hit divided by total. Teacher asks students probability if she takes 10 more shots. (theoretical probability)
Teachers shoots 10 times. Record data. (experimental probability)

METHOD:

- 1) Students are grouped.
- 2) Each student shoots 10 times.
- 3) Record data.
- 4) Each Student shoots 10 more times.
- 5) Compare theoretical with experimental probability.

SUMMARY STRATEGIES:

Teacher will pose higher order questions. Review theoretical and experimental probability. Predictions are posted.

RESOURCES:

Nerf ball (1 per group).
Data table per person.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. Students can gather free throw data and 3 point shot data of ACC player(s) and predict game performance for a particular game based on past performance. Record data from game and compare to prediction.

Data Table

Name	Shots Made	Ratio	Shots Made	Ratio	Did Exp. Prob. Match the. Prob.?
Teacher					

LESSON TITLE: Exploring Central Tendency

CURRICULUM AREA: Math

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the mode, median, mean, and range for player height of given ACC team?

ACTIVITY SUMMARY:

Students will find measures of central tendency for player height of a given team. Students will explain how mean is sensitive to extremes and explain its use in comparison with median and mode.

ACTIVATING STRATEGIES:

Review meaning of mode, mean, median, and range and review method for finding each measure. Predict measures.

METHODS:

- 1) Separate students into groups, so each ACC school is represented. (Teacher may choose to use one school as an example to model.)
- 2) Students work cooperatively, using fact sheet and resources to find measures of central tendency.
- 3) Students organize gathered data on a chart.
- 4) Students generate questions and answers based on the chart.

SUMMARY STRATEGIES:

Which measure of central tendency is most appropriate for your data? Why? Which measure is most misleading? Why?

RESOURCES:

Data on player height for each ACC team from team rosters.
(Teacher can gather player data from ACC.com before class or students can gather data using computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher directed lesson- students work with teach to find each measure.

Choose one or two schools.

Enrichment: Create box and whisker graph of data.

LESSON TITLE: Win, Lose, or Graph

CURRICULUM AREA: Math/Technology

GRADE LEVEL: 6, 7, 8

ESSENTIAL QUESTION:

Create a double bar graph (scatter plot for 8th grade), using win/loss data for each ACC team.

ACTIVITY SUMMARY:

Students will use win/loss data for each ACC team to create a double-bar graph..

ACTIVATING STRATEGIES:

Discuss types of graphs and let students discuss best graph for this data.

COGNITIVE TEACHING STRATEGIES:

- 1) Students can work in pairs or independently.
- 2) One color for wins and one color for losses.

SUMMARY STRATEGIES:

Generate questions from data.

RESOURCES:

1. Win/loss data for regular season for each ACC school.
2. Graph paper.
3. Colored pencils or markers.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teach

- 1) Label x & y axis as a class (wins/losses on y-axis, team name on x-axis)
- 2) Mark intervals together
- 3) Create large graph on board or on a bulletin board and have students graph data on class graph.

Enrichment

- 1) Have students generate questions from graphed data.
- 2) Create quadruple bar graph using men's and women's data.

LESSONS TITLE: Fit to Play

CURRICULUM AREA: Science, Language Arts, Health

GRADE LEVEL: 6-8

ESSENTIAL QUESTION: How do you know which student athletes may be at risk for sports-related injuries?

ACTIVITY SUMMARY: In this lesson, students research certain sports-related injuries and who may be at risk for these conditions. They then synthesize their knowledge by collectively developing a comprehensive medical history form that asks potential athletes questions to determine if they are at risk for such conditions.

SUGGESTED TIME ALLOWANCE: 1 hour

ACTIVATING STRATEGIES: Students will:

1. Evaluate the types of questions usually included on medical forms.
2. Examine the issues involved in evaluating student athletes before participating on sports teams by reading and discussing "A Pregame Ritual: Doctors Averting Disasters."
3. Research certain sports-related conditions; develop questions related to these conditions that should be included on medical history forms.
4. Synthesize their understanding of sports-related conditions by critiquing existing medical history forms.

COGNITIVE TEACHING STRATEGIES: 1. WARM-UP/DO NOW: In their journals, students respond to the following prompt (written on the board prior to class): "What types of questions are usually included on medical forms? Write a list of questions you have seen on such forms." After a few minutes, have volunteers share their lists of questions while listing the questions on the blackboard. How many of these questions would fall under the category of "medical history" questions? Circle the questions that fall under that category. Why is it important to determine a person's medical history? Why is it important to determine a person's family's medical history?

2. As a class, read and discuss "A Pregame Ritual: Doctors Averting Disasters," focusing on the following questions:
 - a. Why did Buddy Lorentsen's parents take Buddy's school district to the State Supreme Court?
 - b. How did the State Supreme Court justice rule?
 - c. Why did Dr. Koester say he would have "no concern" about Buddy's playing soccer?
 - d. Why do most student athletes have to undergo medical evaluations before participating on a sports team?
 - e. Why should a physical exam be completed six or eight weeks before an athletic season begins?
 - f. What did Dr. Koester mean when he said, "History is the key"?
 - g. According to Dr. Koester, what is the leading predictor of an athletic injury?

- h. What disorders are responsible for most cardiac deaths in young athletes?
- i. Why is a child's history of concussions important?
- j. What are factors that may increase the risk of an athlete experiencing heatstroke?
- k. Why should a child's medical history include the child's eating habits?

3. Explain to students that they will be collectively developing a comprehensive medical history form that asks potential athletes questions to determine if they suffer from common sports-related conditions or are at risk for experiencing such conditions. Divide the class into five groups. Assign each group a different issue of the American Academy of Pediatrics' "Sports Shorts" feature that examines a sports-related condition (head injuries; exertional heat-related illness; common finger injuries; sudden cardiac death; female athlete triad). The "Sports Shorts" pdf documents can be downloaded from the New York Times web site (<http://www.nytimes.com/2003/10/14/health/personal-health-a-pregame-ritual-doctors-averting-disasters.html>) Using the "Sports Shorts" sheet and all available resources, each group completes the following tasks (written on the board for easier student access):

- Define the sports-related condition.
- List the signs of this condition or the risk factors for developing this condition.
- Develop medical history questions relevant to this condition and write them with a marker on a large poster board.

After each group has completed their research, they will present their findings and display their poster board that lists their questions. While each group presents, other groups' members should take notes in preparation for the homework assignment.

SUMMARY STRATEGIES: Each student researches the medical history form that is required of student athletes at his or her school. Write a critique of the form based on the questions submitted during the class presentations on five sports-related conditions. If the critiques are unfavorable, students could submit their critiques in letter form to the governing boards that decide policy regarding sports participation at their schools.

RESOURCES: -student journals

-pens/pencils

-classroom blackboard

-copies of "A Pregame Ritual: Doctors Averting Disasters," (one per student)

-five different issues of the American Academy of Pediatrics' "Sports Shorts" (head injuries; exertional heat-related illness; common finger injuries; sudden cardiac death; female athlete triad). The "Sports Shorts" pdf documents can be downloaded from the American Academy of Pediatrics' Web site

(<http://www.aap.org/sections/sportsmedicine/SportsShorts.cfm>)

-markers (enough for all groups)

-large sheets of poster board (enough for all groups)

-resources for researching sports-related conditions (health and biology textbooks, encyclopedias, computers with Internet access).

LESSON TITLE: Where are the ACC schools located?

CURRICULUM AREA: Social Studies-Geography

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What are the absolute and relative locations of the 12 ACC schools?

ACTIVITY SUMMARY:

In groups of 2 or 3, students will use an atlas and/or other materials to determine the absolute and relative location of each school and answer questions from an activity sheet.

ACTIVATING STRATEGIES:

The teacher assigns cooperative pairs or triads. Each group is given the activity sheet and an atlas. The teacher models how to find absolute location (latitude-longitude) and relative location using one school.

COGNITIVE TEACHING STRATEGIES:

- 1) Students must use the maps to find the absolute location of each town/city in which ACC schools are found.
- 2) Students complete relative location questions from activity.

SUMMARY STRATEGIES:

RESOURCES:

Activity sheet and atlas of Eastern United States.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: 1. Teacher makes a transparency of map containing location of one school and models finding absolute location.

2. Teacher provides copies of maps for each school's location (no need for atlas)

Enrichment: 1. Students write questions using directions (N,S,E,W) to find relative locations of ACC school.

Schools of the ACC

Part 1. Absolute Location

Georgia Tech Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

North Carolina Latitude _____
_____ Longitude _____

Miami Latitude _____
_____ Longitude _____

Wake Forest Latitude _____
_____ Longitude _____

Clemson Latitude _____
_____ Longitude _____

Duke Latitude _____
_____ Longitude _____

Maryland Latitude _____
_____ Longitude _____

NC State Latitude _____
_____ Longitude _____

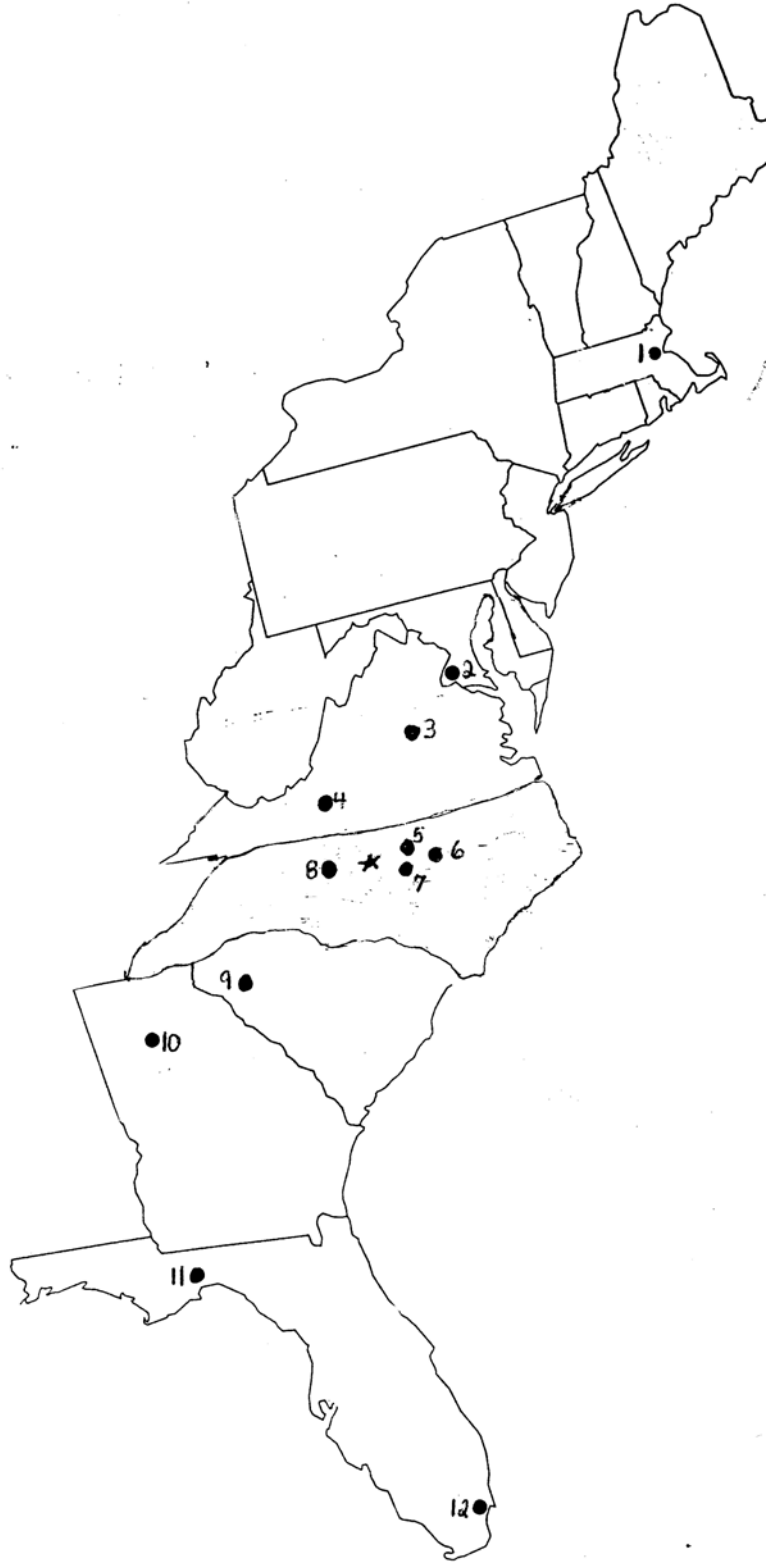
Florida State Latitude _____
_____ Longitude _____

Virginia Tech Latitude _____
_____ Longitude _____

Boston College Latitude _____
_____ Longitude _____

Part II. Relative Location & Directions

- 1) What is the northern most ACC School?
- 2) What is the southern most ACC School?
- 3) How many states have more than one ACC School?
Which states are they?
- 4) Describe the location of Virginia Tech relative to Maryland and Georgia Tech.
- 5) Describe the location of Clemson relative to NC State.
- 6) The two teams that travel the greatest distance for away games are:
- 7) Use cardinal (North, South, East, West) and Intermediate (NE, NW, SE, SW) directions to write out a route from #1 to #12 and visiting all schools in between in order.
- 8) What are the two closest schools to Florida State?
- 9) Which school is the eastern most?
- 10) What schools play in the same state as Wake Forest?



LESSON TITLE: You Can Get There From Here! Coliseum Directions

SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

3.01 & 3.02-map & charts

CURRICULUM AREA: Social Studies/Math/Lang. Arts

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How can non-written materials help find directions and specific information.

ACTIVITY SUMMARY:

Individual or groups of students will use the information from coliseum map to answer questions about seating arrangements and directions.

ACTIVATING STRATEGIES:

The teacher distributes activity sheet with a map of the Greensboro Coliseum. The teacher will familiarize students with major features of the coliseum map.

COGNITIVE TEACHING STRATEGIES:

Students (individually or groups) must find answers to written questions using the non-written source of a coliseum map.

Some questions require the students to use cardinal & intermediate directions.

Some questions require basic math skills.

RESOURCES:

You can get there from here! Activity sheet, & map of coliseum.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Students can make up their own questions using the coliseum map.

You Can Get There From Here! Map and Directions

The Greensboro Coliseum can seat 23,800 people for a basketball game. For the ACC women's Basketball Tournament a curtain in the upper deck is used and reduces the seating capacity to 10,151.

- 1) How many sections are in the lower level?
- 2) How many sections are in the upper level?
- 3) If a person moved from section 207 to section 226 how many sections to the left did they move?
- 4) Moving from row X, section 211 to front row section 109 how many rows forward would you move?
- 5) Which section(s) in the coliseum has the most seats in a single row?
- 6) List the lower level sections behind which wheel-chair seating can be found?
- 7) Give detailed directions for someone who wants to move from row CC, Section 203 to Row E, Section 118.
- 8) How many sections have seats in the lower level and directly behind the Press tables?
- 9) Which section contains the Mixer?
- 10) The TV Platform is behind which lower level section?

LESSON TITLE: Where in the US?

CURRICULUM AREA: Social Studies

GRADE LEVEL: 8

ESSENTIAL QUESTION:

Where in the US do ACC players come from?

ACTIVITY SUMMARY:

Students will show where, in the US, ACC players call home.

ACTIVATING STRATEGIES:

Have students predict which states supply which schools with the most players.

COGNITIVE TEACHING STRATEGIES:

- 1) Separate students into 12 groups (one group per school)
- 2) Students can use school colors to draw in hometowns on class map.

SUMMARY STRATEGIES:

Use map to summarize data.

RESOURCES:

Rosters with birthplace/copy of US map.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Enrichment: What high schools graduate the most athletes that play for ACC schools?

LESSON TITLE: ACC School Facts

SS Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

CURRICULUM AREA: Social Studies-research skills (could be used as computer database)

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What sources can you use to find basic facts about colleges or universities?

ACTIVITY SUMMARY:

Students will use several different sources of research materials to complete a fact sheet or database on each ACC school.

ACTIVATING STRATEGIES:

The teacher can assign this either as individual or group assignment. This can be researched on one or more schools. The teacher may need to give examples of facts to find and where to find it.

COGNITIVE TEACHING STRATEGIES:

Examples of facts to find: Full name of college or university
Year founded
of students
Gender and racial make-up of school
Tuition
Private/Public

SUMMARY STRATEGIES:

Students can graph certain facts.
Students can create database on computer or written data table.
Students/groups compare different facts.

RESOURCES:

Media guides, encyclopedia, almanac, internet

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teaching: Teacher chooses one fact and has all students search at the same time (copies of media guide or internet access)

Enrichment: Extend into group project that requires certain fact, certain graphs, illustrations, oral presentations.

LESSON TITLE: Which School Will Produce the Next WNBA Player?

CURRICULUM AREA: Social Studies/ Research

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the theoretical probability of an ACC player playing in the WNBA?

ACTIVITY SUMMARY:

Find the number of ACC players who play professional basketball.

ACTIVATING STRATEGIES:

List the names of the schools. Write the number of basketball players per school.

METHODS:

- 1) Research each WNBA team to find out # of players who are from ACC schools.
- 2) Create a ratio of number who play professionally to who play collegiate per school.
- 3) Create percentages from this ratio.
- 4) Compare/contrast percentages from each ACC school.

SUMMARY STRATEGIES:

State which school has the most players playing professionally and the probability of playing professionally for an ACC player.

RESOURCES:

Internet and newspaper. WNBA.com and ACC.com (computer access)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Variations: If no student access to computer: Teacher gathers data from WNBA.com and ACC.com and makes a transparency or provides copies of data.

Re-teach: Teacher-directed lesson (Use transparency)

LESSON TITLE: Hi- ACC (Haiku of ACC)

CURRICULUM AREA: Language Arts 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What specific words would you use to describe your favorite mascot?

ACTIVITY SUMMARY:

Create a haiku using your favorite ACC mascot as the subject.

ACTIVATING STRATEGIES:

Have an example of a haiku, for a well-known mascot (not in ACC), on the board. Remind students of the criteria for writing a haiku.

COGNITIVE TEACHING STRATEGIES:

- 1) Students should work independently.
- 2) If necessary, let students brainstorm words associated with each mascot.

SUMMARY STRATEGIES:

Let students share their haikus, illustrate, etc.

RESOURCES:

Names of all ACC teams and mascots (on board)
Boston College- Eagles, Clemson- Tigers, Duke- Blue Devils, Florida State- Seminole, Georgia Tech- Yellow Jackets, Maryland- Terrapins, Miami- Hurricanes (ibis), North Carolina- Tar Heels (ram), NC State- Wolfpack, Virginia- Cavaliers, Virginia Tech- Hokies (turkey), Wake Forest- Demon Deacons

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach

Brainstorm words associated with each mascot.

Enrichment

Use computer to print, compile, or illustrate.

LESSON TITLE: The Winning Shot

CURRICULUM AREA: Writing/Language Arts 1.01, 6.01, 6.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do you imagine that the game would end?

ACTIVITY SUMMARY:

Writing Prompt

ACTIVATING STRATEGIES:

Brainstorm

Elements of creative writing, descriptive writing

Discuss rules of basketball, scouting

COGNITIVE TEACHING STRATEGIES: Writing Prompt

* Senior athlete in college at an ACC School

**WNBA Scouts are at the championship game

*** (The student) has to take the winning shot

**** Describe how the game ends and the winning shot.

SUMMARY STRATEGIES:

Peer editing

RESOURCES:

None

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: Teacher-directed-students and teacher write paper together (teacher on the board, students on paper) Discussion occurs during entire process.

Enrichment: Extend the story past the game's end.

Writing Prompts

- Pretend you are a newscaster reporting the best play ever...
- Describe the craziest fan in the stands.
- Out of all 12 teams in the ACC, which is your favorite? Explain.
- List some of the rules of basketball.
- Compare/contrast two players.
- “How To” Book of Basketball.
- Create your own ACC basketball team.
- How would basketball change if the court was a different shape (other than a rectangle)?
- Be the coach or star player and give an interview about the game you just won or lost.
- You get injured during the big game. How do you feel sitting on the bench watching the rest?
- Write an advertisement for the ACC basketball tournament.
- Pretend you are the team mascot, in a really hot outfit. You have to put on two half time shows. What do you do and how do you feel?
- An ACC team is changing its mascot. Choose a school and create a new mascot for it. Explain reasoning.

LESSON TITLE: The ACC Women's Tournament

CURRICULUM AREA: Language Arts, Technology, Word Processing 2.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

How do I analyze and evaluate informational material about the ACC Women's tournament?

ACTIVITY SUMMARY:

Take all the information available about the ACC Women's Tournament and do the following: summarize info, determine its importance, draw inferences, generate questions & answers, and expand ideas. What connection can you find?

ACTIVATING STRATEGIES:

Name the ACC teams in the tournament. What do you know about the school's Basketball team?

COGNITIVE TEACHING STRATEGIES:

- 1) What do you know about the Women's Basketball teams?
- 2) Where can you find information about the teams?
- 3) What information do you think is more important, least important, most interesting, least interesting?
- 4) What question do you have about the information?

SUMMARY STRATEGIES:

What did you learn?

What information was needed not needed?

RESOURCES:

Internet, reference material, and periodicals.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

More teacher directed. Use reference and resource materials.

LESSON TITLE: My School is the Best!

CURRICULUM AREA: Language Arts 3.03, 2.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Which ACC school is the best in the conference?

ACTIVITY SUMMARY:

Research and write persuasive essay on best ACC school.

ACTIVATING STRATEGIES:

Why is _____ your team? Why do you like _____? What about them do you like? Why are they the best/better team?

COGNITIVE TEACHING STRATEGIES:

- 1) Why is it important to have a favorite school?
- 2) Who is your favorite school?
- 3) Use the internet, publications, newspapers, magazines, references, books to gather information about your school.
- 4) Write a paper to explain why your school should be my school. Use information you have gathered. Use charts, graphs, pictures, etc. to support your argument.
- 5) Present your argument to the class.

SUMMARY STRATEGIES:

What did you learn about the other schools? Did your favorite change to another school? What did you learn about your school that you did not know?

RESOURCES:

Reference material about schools via internet, paper, and publications.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

LESSON TITLE: Basketball Interview

CURRICULUM AREA: Language Arts / Technology 1.01, 1.03, 2.01

GRADE LEVEL: 6, 7, & 8

ESSENTIAL QUESTION:

If you could interview a basketball player in the ACC, who would it be and what would you ask?

ACTIVITY SUMMARY:

Students will write interview questions for an ACC player.

ACTIVATING STRATEGIES:

Talk about interviews on TV or in print and list common questions.

COGNITIVE TEACHING STRATEGIES:

- 1) Have students list information they want to know about an ACC player.
- 2) Students should write questions and follow-up questions in an order that would encourage good transition from one subject to another.

SUMMARY STRATEGIES:

Students can “interview” a partner to practice interviewing skills. The partner can make up reasonable answers to help the interview flow.

RESOURCES:

Rosters for each team. (Teacher can copy from ACC.com or students can access ACC.com)

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-teach: As a class, generate interview questions for a well-know ACC player and discuss follow-up questions.

Enrichment: Have students research an ACC athlete before writing interview questions.

Videotape a mock interview with the athlete and share with your class.

LESSON TITLE: Reporting Live

CURRICULUM AREA: Language Arts/Technology 1.02, 1.03, 2.01, 5.01

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What does it take to cover a game?

ACTIVITY SUMMARY:

Students will report a live game of the ACC tournament.

ACTIVATING STRATEGIES:

Read a news article of a game that has just been played.

METHODS:

- 1) Watch the game as a class.
- 2) Allow students to take notes on the game.
- 3) Student will prepare a news article about the game.
- 4) Some students can pair together to co-anchor the report.
- 5) Students will word process the report: bold lines, spell check, thesaurus, cut and paste.

SUMMARY STRATEGIES:

Give students grades based on the information, the style and delivery.

RESOURCES:

Television, newspaper.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Re-Teaching

Review a newspaper article and discuss details and supporting info.

Enrichment

Allow students to present their report as a live anchor with commercials and co-anchor reporting.

LESSON TITLE: Stand Up!

CURRICULUM AREA: Language Arts/ Vocabulary / Poetry 5.01, 5.02

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is an acrostic poem?

ACTIVITY SUMMARY:

Students will create an acrostic for one ACC mascot

ACTIVATING STRATEGIES:

Create an acrostic for : **A**
 C
 C

METHODS:

- 1) Allow student to pick a team mascot.
- 2) Make an acrostic for the team mascot.
- 3) Write and design the acrostic.

SUMMARY STRATEGIES:

- 1) Post them on the wall i.e. **Does**
 Every
 Victory
 Include
 Losing

RESOURCES:

Crayons, markers, posters.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Create an acrostic for your school's mascot. Use the name of the entire school and mascot. Example: Jamestown Tigers.

LESSON TITLE: Team Statistics Spreadsheet

CURRICULUM AREA: Math / Technology

GRADE LEVEL: 6th, 7th, & 8th

ESSENTIAL QUESTION:

What is your ACC team's average for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals?

ACTIVITY SUMMARY:

Use a computer excel program to prepare a spreadsheet for each ACC team.

ACTIVATING STRATEGIES:

Without talking, students must communicate to their classmates their birthdays. They are to line up from January to December in the order of their birthdays from January 1 through December 31.

METHOD:

Use 12 teams with each team representing one of the ACC schools. Have the teams create a spreadsheet of the players on their team in the EQ categories. Students will title their spreadsheet with the name of their school. They may center the title by using the right click and format cells. Each team will have columns for Free Throws Made, Minutes Played, Field Goals Made, Assists, and 3 point Field Goals. Students may use the format, column width, auto format for their columns. You will obtain the statistics by using ACC.com. After students have filled all the columns, use insert function to average each column. Teams will print out their school's statistics and later present them to the class. The class will decide which team should be more successful based on the statistics.

SUMMARY STRATEGIES:

Higher order questions about how to create a spreadsheet.

RESOURCES:

Newspapers, ACC.com.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. After tournament, add tournament data
2. Compare teams' data
3. Create graphs for each category

LESSON TITLE: Do You Want to Super Size?

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

Should students be grouped by physical size for PE?

ACTIVITY SUMMARY:

Paideia Seminar

ACTIVATING STRATEGIES:

- 1) Arrange the class in order of height, tallest to shortest.
- 2) Arrange class according to the shoe size, smallest to largest.

METHOD:

- 1) Should students be grouped in PE according to size?
- 2) Does size affect ability/skill?
- 3) Compare the size of the players at each ACC respective school?
- 4) Does the tallest player or the shortest player get the most playing time: Relate that to your home school.

SUMMARY STRATEGIES:

Name ways to group students randomly. How successful do you think the teams will be? What are advantages of random groupings? What are advantages of groupings by size?

RESOURCES:

Player height- ACC.com

RE-TEACHING AND ENRICHMENT ACTIVITIES:

1. Pick an NBA/WNBA team and list the heights. Decide who gets the most playing time.
2. What is the mean height per team?
3. What is the mean female adult height?
4. What can you infer about height and the WNBA?

LESSON TITLE: Sportsmanship, Please!

CURRICULUM AREA: Character Development

GRADE LEVEL: 6-8

ESSENTIAL QUESTION:

What is the difference between an unintentional foul and intentional foul?

ACTIVITY SUMMARY:

Students will differentiate between an intentional and unintentional foul and see relationship between fouls and game outcome.

ACTIVATING STRATEGIES:

Have students stand in a line at one end of the room and tell them to walk to the other end, then have them change direction quickly, repeat, stop, and see who was bumped.

METHODS:

- 1) Have students sit in a circle.
- 2) Define intentional.
- 3) Define unintentional.
- 4) Decide who got fouled and, determine if it was intentional or unintentional
- 5) Discuss the difference between intentional and unintentional.
- 6) What are common reactions when things are done intentional?
- 7) What are common reactions when things are done unintentionally?
- 8) What are appropriate responses to intentional actions?
- 9) How are intentional fouls handled on basketball?

RESOURCES:

Dry erase board and list of definitions for intentional and unintentional.

RE-TEACHING AND ENRICHMENT ACTIVITIES:

Break into groups and re-enact different intentional and unintentional situations.