

Disc Golf

9/14-10/2

First Five:

How to participate:

Individual- toss the frisbee in the air and catch

Partner- Toss to a stationary partner

Group- Toss between a group no bigger than 4

Cómo participar:

Individual: lanza el frisbee al aire y atrápalo.

En parejas: lánzalo a un compañero que permanezca quieto.

En grupo: láncese entre un grupo de no más de 4 personas.



CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

WHAT

Summarize what you will be learning today.

Resume lo que aprenderás hoy.

WHY

Why do you need to know this?

¿Por qué necesitas saber esto?

HOW

How will you know you have learned it?

¿Cómo sabrás que lo has aprendido?

SOCIAL EMOTIONAL

Constructive feedback-supportive, solution-oriented guidance designed to help someone improve their performance or behavior

Retroalimentación constructiva: orientación de apoyo y orientada a soluciones, diseñada para ayudar a alguien a mejorar su desempeño o comportamiento.

Learning Experience 1: Backhand

How to Participate:

- Watch the video
 - Listening for the cues
- With partner practice just the backhand while stationary

Cómo participar:

- Mira el video.
 - Presta atención a las señales.
- Practica con un compañero únicamente el revés, permaneciendo estático.



Learning Experience 2: Forehand/Sidearm

How to Participate:

- Watch the video
 - Listening for the cues
- With partner practice just the forehand/sidearm while stationary

Cómo participar:

- Mira el video.
 - Presta atención a las señales.
- De derecha / de lado, estando parado



THINK, PAIR, SHARE

Think Pair Share

- With the backhand and the sidearm, give your partner feedback for each throw.
 - “For your backhand try doing ___ to help with your throw”
 - “For your sidearm try doing ___ to help with your throw”

Piensa, empareja y comparte

- Tanto para el lanzamiento de revés como para el de lado, dale retroalimentación a tu compañero en cada lanzamiento.
 - «Para tu lanzamiento de revés, intenta hacer ___ para mejorar tu tiro».
 - «Para tu lanzamiento de lado, intenta hacer ___ para mejorar tu tiro».



Learning Experience 3: Thumber

How to Participate:

- Watch the video
 - Listening for the cues
- With partner practice just the thumber while stationary

Cómo participar:

- Mira el video.
 - Presta atención a las señales.
- Con un compañero, practica únicamente el movimiento del pulgar mientras permaneces inmóvil.



Learning Experience 4: Wrist Flip

How to Participate:

- Watch the video
 - Listening for the cues
- With partner practice just the wrist flip while stationary

Cómo participar:

- Mira el video.
 - Presta atención a las señales.
- Con un compañero, practica únicamente el giro de muñeca mientras estás quieto.



THINK, PAIR, SHARE

Think Pair Share

- With the thumper and the wrist flip, give your partner feedback.
 - “For your thumper try doing ___ to help with your throw”
 - “For the wrist flip try doing _ to help with your throw.”

Piensa, empareja y comparte

- Con el *thumper* y el golpe de muñeca, dale retroalimentación a tu compañero.
 - «Para el *thumper*, intenta hacer ___ para mejorar tu lanzamiento».
 - «Para el golpe de muñeca, intenta hacer ___ para mejorar tu lanzamiento».



CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

IN WRITING:

During today's activity
what 2 pieces of feedback
did you receive?

Durante la actividad de
hoy, ¿qué dos
comentarios recibiste?

SENTENCE STEM:

"Two pieces of feedback I
received was ____"

Dos comentarios que recibí
fueron:

EXEMPLAR:

"Two pieces of feedback I
received was when
performing a thumber to point
my elbow upward. For my
backhand make sure my feet
are waist distance apart."

Dos sugerencias que recibí
fueron: al realizar un
lanzamiento *thumber*,
apuntar el codo hacia arriba;
y para el lanzamiento de
revés, asegurarme de que
mis pies estén separados a
la distancia de la cintura.

Disc Golf

DAY 2

First Five:

How to participate:

Individual- Review the throws from yesterday

Partner- Review the throws from yesterday by tossing to a partner

Group- Review the throws from yesterday and toss between a group no bigger than 4

Cómo participar:

Individual: Revisa los lanzamientos de ayer.

En parejas: Repasa los lanzamientos de ayer lanzando a un compañero.

En grupo: Repasen los lanzamientos de ayer y lancen entre un grupo de no más de cuatro personas.

BASIC THROWS

BACKHAND

Grip the FRISBEE® disc by placing three or four fingers under the rim of the disc and your thumb on top. Stand sideways towards your target. Reach back across the front of your body, then swing your arm forward, releasing the disc toward your target. Tilt the outside edge of the disc down slightly (30 degrees) upon release and follow through.



THUMBER

Stand sideways towards your target and this time, place the thumb in the rim with four fingers on top of the disc. Again, swing your arm along the side of your body, waist-high, snapping the disc towards the target. Slightly tilt the outside rim down upon release.



TRICK THROW: CURVING

Angle the disc in the direction of the curve as you release your throw. For a curve that goes left, release with the right hand side of the disc higher than the left. Throw slightly higher than for a straight throw.



TRICK THROW: UPSIDE-DOWN

FRISBEE® discs can fly upside down. Use the grips described in BASIC THROWS. Instead of tilting the disc down at release, tilt it up.

SIDEARM

Hold the disc with two fingers on the underside, thumb on top and wrist cocked backwards. Swing arm downward at about a 30 degree angle to the body. Keep leading edge of the disc tilted down. Use your wrist snap to propel the disc forward, not your arm.



WRIST FLIP

Grip the disc with thumb underneath and fingers on top, with the wrist cocked backwards. Throw, keeping arm straight and near to shoulder level. Snap wrist forward at point of release. For this throw, stand facing your target. Begin with the same grip as the THUMBER, then turn your arm and wrist over. With your wrist cocked backwards, swing your arm above your shoulder and snap your wrist forward toward your target. Remember to keep the outside edge of the disc tilted slightly downward at the point of release.



TRICK THROW: SKIPPING



This is just like a left curve shot. Aim at the ground about halfway to your target. The forward side edge of the FRISBEE disc should strike the ground first.

SAT Review

CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

WHAT

What throws do you remember from yesterday?

¿Qué lanzamientos recuerdas de ayer?

WHY

Why is it important to know the fundamental throws?

¿Por qué es importante conocer los lanzamientos fundamentales?

HOW

How do you perform these throws?

¿Cómo realizas estos lanzamientos?

SOCIAL EMOTIONAL

Constructive feedback-supportive, solution-oriented guidance designed to help someone improve their performance or behavior

Retroalimentación constructiva: orientación de apoyo y orientada a soluciones, diseñada para ayudar a alguien a mejorar su desempeño o comportamiento.

How to Participate:

- In groups of 4-5
- Complete the Relay Challenges

Cómo participar:

- En grupos de 4 o 5 personas:
- Completen los desafíos de relevos.



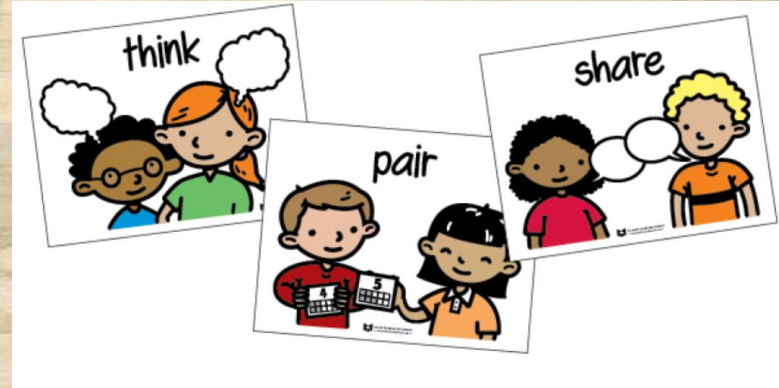
THINK, PAIR, SHARE

Think Pair Share

- With your team, give each other feedback on how to work on accuracy and control.
 - “To work on your control and accuracy you should try ___”

Piensa, empareja y comparte

- Con tu equipo, dense retroalimentación mutuamente sobre cómo trabajar la precisión y el control.
 - «Para trabajar tu control y precisión, deberías intentar...»



How to Participate:

- With a partner
 - You are competing against another partner group
- Attempting to hit a target

Cómo participar:

- Con un compañero
 - Están compitiendo contra otro grupo de parejas
- Intentando acertar a un objetivo



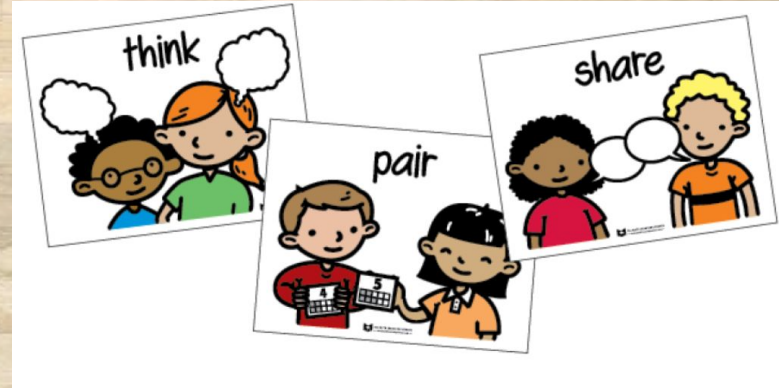
THINK, PAIR, SHARE

Think Pair Share

- How did your control and accuracy change when you were moving vs not moving?
 - “My accuracy and control changed by _____”

Piensa, empareja y comparte

- ¿Cómo cambiaron tu control y precisión al moverte en comparación con cuando estabas quieto?
 - “Mi precisión y control cambiaron en _____”



CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

IN WRITING:

Which throw do you have the most control and accuracy?
Which throw do you need to work on control and accuracy?
How do you plan to do that?

¿Con qué tipo de lanzamiento tienes mayor control y precisión? ¿En qué lanzamiento necesitas trabajar el control y la precisión? ¿Cómo planeas hacerlo?

SENTENCE STEM:

“The throw I have the most control and accuracy is __. The throw I have the least control and accuracy is __. I plan to increase control and accuracy by __”

El lanzamiento en el que tengo mayor control y precisión es __.
El lanzamiento en el que tengo menor control y precisión es __.
Planeo mejorar mi control y precisión mediante __.

EXEMPLAR:

The throw I have the most control and accuracy is the sidearm. The throw I have the least control and accuracy is the tumber. I plan to increase control and accuracy by practicing during tomorrows first 5.

El lanzamiento en el que tengo mayor control y precisión es el lateral. El lanzamiento en el que tengo menor control y precisión es el *tumber*. Planeo mejorar mi control y precisión practicando durante los primeros cinco lanzamientos de mañana.

START OF THE SUMMIT PRESENTATION

Disc Golf: Skills and Strategies

DAY 3



First Five:

How to participate:

Individual- Review the throws from yesterday

Partner- Review the throws from yesterday by tossing to a partner

Group- Review the throws from yesterday and toss between a group no bigger than 4

Cómo participar:

Individual: Revisa los lanzamientos de ayer.

En parejas: Repasa los lanzamientos de ayer lanzando a un compañero.

En grupo: Repasen los lanzamientos de ayer y lancen entre un grupo de no más de cuatro personas.

BASIC THROWS

BACKHAND

Grip the FRISBEE® disc by placing three or four fingers under the rim of the disc and your thumb on top. Stand sideways towards your target. Reach back across the front of your body, then swing your arm forward, releasing the disc toward your target. Tilt the outside edge of the disc down slightly (30 degrees) upon release and follow through.



THUMBER

Stand sideways towards your target and this time, place the thumb in the rim with four fingers on top of the disc. Again, swing your arm along the side of your body, waist-high, snapping the disc towards the target. Slightly tilt the outside rim down upon release.



TRICK THROW: CURVING

Angle the disc in the direction of the curve as you release your throw. For a curve that goes left, release with the right hand side of the disc higher than the left. Throw slightly higher than for a straight throw.



TRICK THROW: UPSIDE-DOWN

FRISBEE® discs can fly upside down. Use the grips described in BASIC THROWS. Instead of tilting the disc down at release, tilt it up.

SIDEARM

Hold the disc with two fingers on the underside, thumb on top and wrist cocked backwards. Swing arm downward at about a 30 degree angle to the body. Keep leading edge of the disc tilted down. Use your wrist snap to propel the disc forward, not your arm.



WRIST FLIP

Grip the disc with thumb underneath and fingers on top, with the wrist cocked backwards. Throw, keeping arm straight and near to shoulder level. Snap wrist forward at point of release. For this throw, stand facing your target. Begin with the same grip as the THUMBER, then turn your arm and wrist over. With your wrist cocked backwards, swing your arm above your shoulder and snap your wrist forward toward your target. Remember to keep the outside edge of the disc tilted slightly downward at the point of release.



TRICK THROW: SKIPPING

This is just like a left curve shot. Aim at the ground about halfway to your target. The forward side edge of the FRISBEE disc should strike the ground first.



Find a partner with the same color shoes as you

1. What did you notice about the first five?
2. What teacher moves did I do that you noticed?

Busca un compañero que tenga los zapatos del mismo color que tú.

¿Qué notaste sobre los primeros cinco?

¿Qué acciones docentes realicé que hayas notado?

Slide Key:

- ❖ Gym floor slides = what my students see in class
- ❖ Yellow slides= teacher reflection slides
- ❖ White slides= Photos/Videos from my classroom

Clave de las diapositivas:

- ❖ Diapositivas con fondo de gimnasio = lo que mis alumnos ven en clase
- ❖ Diapositivas amarillas = diapositivas de reflexión del profesor
- ❖ Diapositivas blancas = fotos/videos de mi aula

Goals:

- ❖ Become confident to teach disc golf in your own gym
- ❖ Show scaffolding skills for disc golf

Objetivos:

- ❖ Adquirir la confianza necesaria para enseñar disc golf en tu propio gimnasio.
- ❖ Demostrar habilidades de andamiaje pedagógico para el disc golf.

Agenda:

- ❖ Go through a Day 3 lesson of disc golf
- ❖ Lesson wrap up and questions

Agenda:

- ❖ Repaso de la lección del Día 3 de disc golf
- ❖ Cierre de la lección y preguntas

Prior Knowledge:



CLO: I can identify a variety of ways to throw a disk to get a par while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar diversas formas de lanzar un disco para lograr el par, demostrando al mismo tiempo diferentes técnicas de lanzamiento hacia el objetivo.

WHAT

Summarize what you will be learning today.

Resume lo que aprenderás hoy.

WHY

Why do you need to know this?

¿Por qué necesitas saber esto?

HOW

How will you know you have learned it?

¿Cómo sabrás que lo has aprendido?

SOCIAL EMOTIONAL

Active Listening- a communication technique that requires the listener to be fully present, understand, and thoughtfully respond to speaker

Escucha activa: una técnica de comunicación que requiere que el oyente esté plenamente presente, comprenda y responda de manera reflexiva al hablante.



Turn and talk to the person to your left

Say your name and then answer:

1. What teacher move did you see?
2. What are other ways you can present your Content Learning Objective?

Giren y hablen con la persona que tienen a su izquierda.

Digan su nombre y, a continuación, respondan:

1. ¿Qué acción docente observaron?
2. ¿De qué otras formas podrían presentar su Objetivo de Aprendizaje de Contenido?

Learning Experience 1: What is a par?

Before the video:

- What is a par?
- How do you get a par?

After the video:

- What is a par?
- How do you get a par?

Antes del video:

- ¿Qué es un par?
- ¿Cómo se consigue un par?

Después del video:

- ¿Qué es un par?
- ¿Cómo se consigue un par?



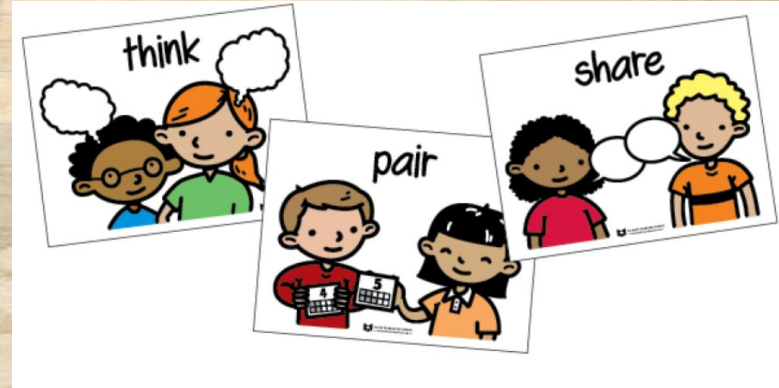
THINK, PAIR, SHARE

Think Pair Share

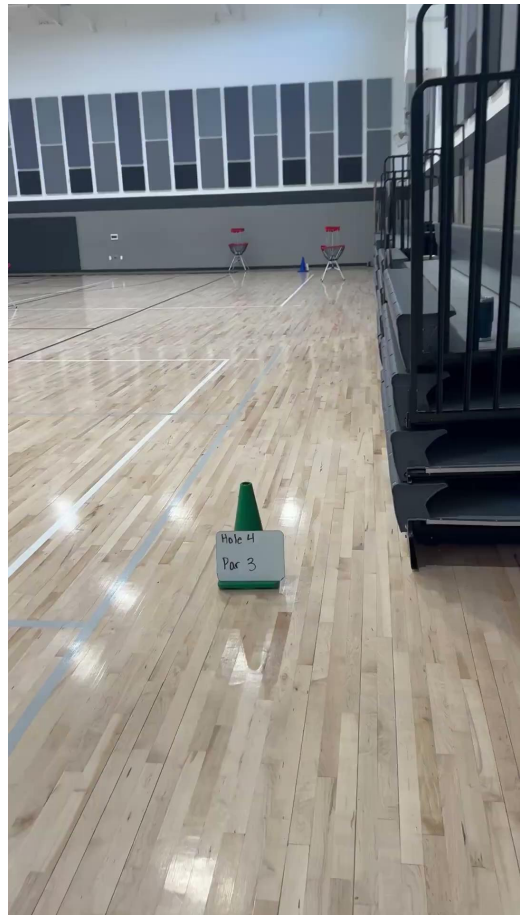
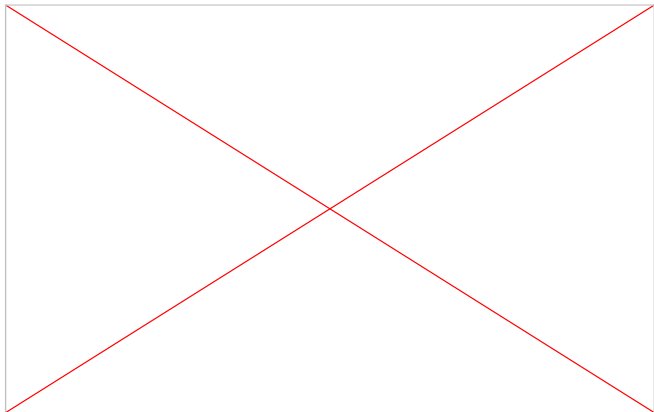
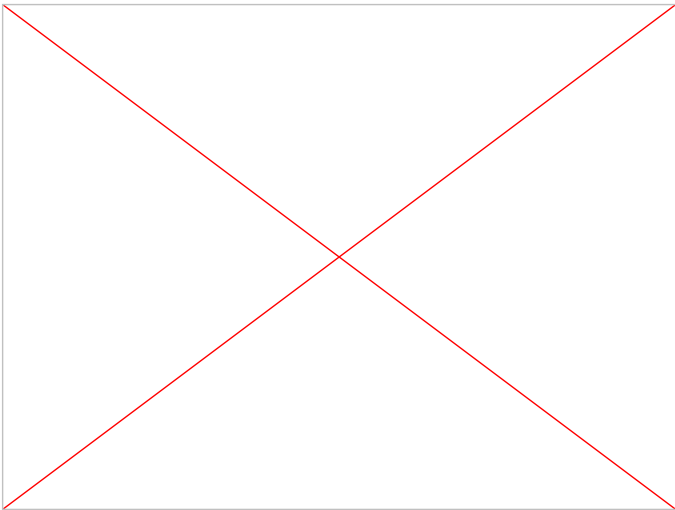
- How might you getting a par effect with which throw you chose to use?
 - “Getting a par will affect which throw I choose by ___.”

Piensa, empareja y comparte

- ¿Cómo podrías obtener un efecto de par con el lanzamiento que elijas?
 - “Obtener un par afectará el lanzamiento que elija de la siguiente manera.”



Learning Experience 2: Setting Up



Learning Experience 2: How to play

How to participate:

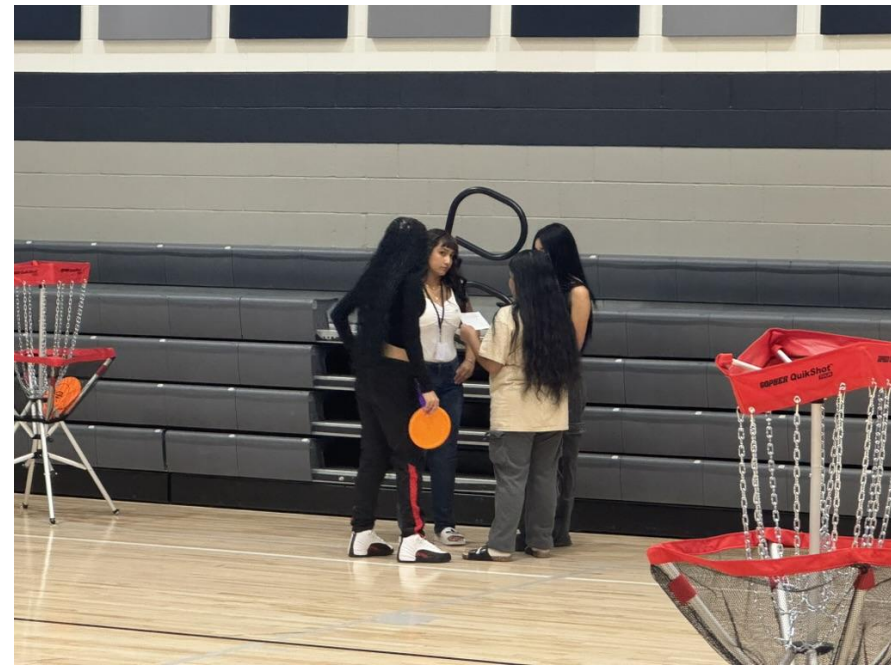
- In a group no bigger than 4
- Play disc golf
- If someone is on a hole you must wait till it is completed

Cómo participar:

- En grupos de no más de 4 personas.
- Jueguen al disc golf.
- Si alguien se encuentra en un hoyo, deben esperar a que termine.



Learning Experience 2: Getting a par



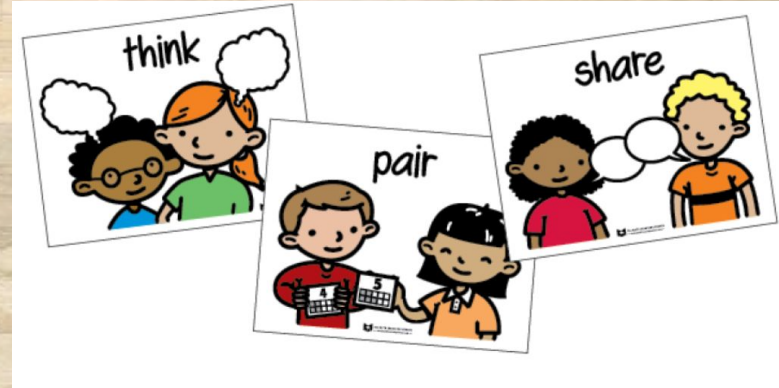
THINK, PAIR, SHARE

Think Pair Share

- How did the attempt to get a pair affect your control and accuracy?
 - “Getting a pair affected my control and accuracy by ____”

Piensa, empareja y comparte

- ¿Cómo afectó el intento de obtener un par a tu control y precisión?
 - “Obtener un par afectó mi control y precisión en ____”



CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

IN WRITING:

Did you get a par today?

- If so, how did you get it?
- If you didn't how do you plan to get it tomorrow?

¿Conseguiste un par hoy?

- Si es así, ¿cómo lo lograste?
- Si no, ¿cómo planeas conseguirlo mañana?

SENTENCE STEM:

"I got a par today. I did this by ____."

"I did not get a par today. Tomorrow I plan to ____."

«Hoy hice el par. Lo logré al...»

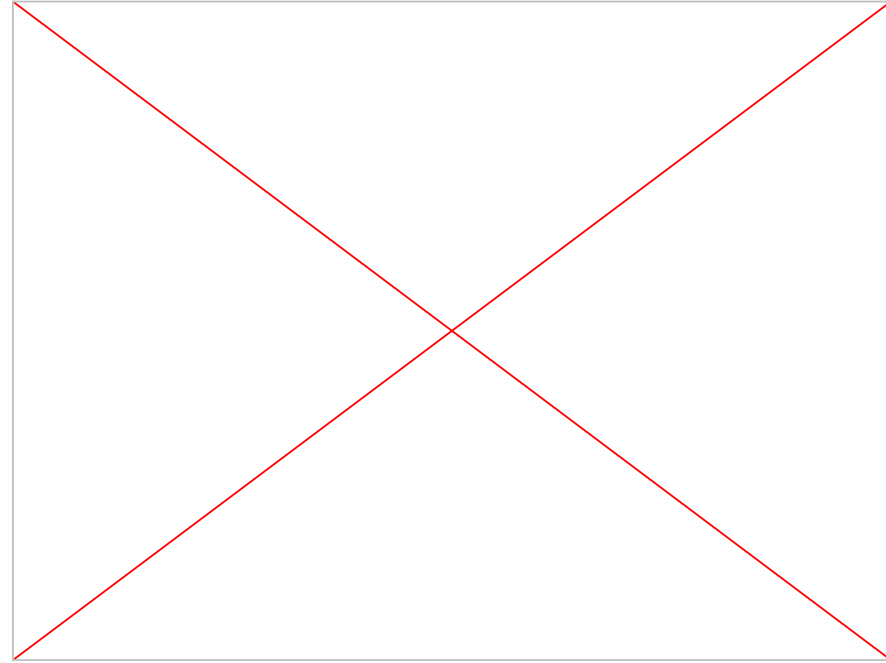
«Hoy no hice el par. Mañana planeo...»

EXEMPLAR:

I got a par today. I did this by staying calm and making sure to listen to my groups feedback to help my throws.

Hoy hice un par. Lo logré manteniendo la calma y asegurándose de escuchar los comentarios de mi grupo para mejorar mis lanzamientos.

Moving Outside



Turn and Talk

- ❖ How do you plan to incorporate disc golf into your PE curriculum?
- ❖ How might disc golf help engage student who typically don't engage in traditional sports?
- ❖ What barriers might you encounter, and how can we address them?

Giren y conversen

- ❖ ¿Cómo planean incorporar el disc golf en su plan de estudios de Educación Física?
- ❖ ¿De qué manera podría el disc golf ayudar a motivar a los estudiantes que habitualmente no participan en deportes tradicionales?
- ❖ ¿Qué obstáculos podrían encontrar y cómo podemos abordarlos?

Ways to reach out or keep in contact:

Email: grace_mcginnis@dpsk12.net

Instagram: msmcginnispe

Many Thanks!



Feedback Form



END OF THE
SUMMIT
PRESENTATION

Disc Golf

DAY 4

CLO: I can identify a variety of ways to throw a disk to get a par and can demonstrate choice play.

CLO: Puedo identificar una variedad de formas de lanzar un disco para lograr un par y puedo demostrar la elección de jugada.

WHAT

In the ORANGE folder, is a 10 multiple choice questions about what we have worked on this week.

En la carpeta NARANJA hay 10 preguntas de opción múltiple sobre lo que hemos trabajado esta semana.

WHY

This is a great opportunity for me and you to see where you are at in learning the content.

Esta es una gran oportunidad, tanto para mí como para ti, de ver en qué punto te encuentras en el aprendizaje del contenido.

HOW

Complete the CFU and then you can have positive social interactions while playing either soccer, basketball or volleyball.

Completa el CFU y, a continuación, podrás tener interacciones sociales positivas mientras juegas al fútbol, al baloncesto o al voleibol.

Social Emotional Lens

Constructive feedback- supportive, solution-oriented guidance designed to help someone improve their performance or behavior

Retroalimentación constructiva: orientación de apoyo y orientada a soluciones, diseñada para ayudar a alguien a mejorar su desempeño o comportamiento.

Active Listening- a communication technique that requires the listener to be fully present, understand, and thoughtfully respond to speaker

Escucha activa: una técnica de comunicación que requiere que el oyente esté plenamente presente, comprenda y responda de manera reflexiva al hablante.

Disc Golf

DAY 5

First Five:

How to participate:

Individual- Find a target and practice throwing with control and accuracy.

Partner- Find a target and practice throwing with control and accuracy and see who can get a par 1st

Group- Find a target and practice throwing with control and accuracy going through the disc golf course.

Cómo participar:

Individual: Busca un objetivo y practica el lanzamiento con control y precisión.

En parejas: Busca un objetivo, practica lanzando con control y precisión, y mira quién logra hacer el par primero.

En grupo: Busca un objetivo y practica el lanzamiento con control y precisión mientras recorres el campo de disc golf.

BASIC THROWS

BACKHAND

Grip the FRISBEE® disc by placing three or four fingers under the rim of the disc and your thumb on top. Stand sideways towards your target. Reach back across the front of your body, then swing your arm forward, releasing the disc toward your target. Tilt the outside edge of the disc down slightly (30 degrees) upon release and follow through.



THUMBER

Stand sideways towards your target and this time, place the thumb in the rim with four fingers on top of the disc. Again, swing your arm along the side of your body, waist-high, snapping the disc towards the target. Slightly tilt the outside rim down upon release.



TRICK THROW: CURVING

Angle the disc in the direction of the curve as you release your throw. For a curve that goes left, release with the right hand side of the disc higher than the left. Throw slightly higher than for a straight throw.



TRICK THROW: UPSIDE-DOWN

FRISBEE® discs can fly upside down. Use the grips described in BASIC THROWS. Instead of tilting the disc down at release, tilt it up.

SIDEARM

Hold the disc with two fingers on the underside, thumb on top and wrist cocked backwards. Swing arm downward at about a 30 degree angle to the body. Keep leading edge of the disc tilted down. Use your wrist snap to propel the disc forward, not your arm.



WRIST FLIP

Grip the disc with thumb underneath and fingers on top, with the wrist cocked backwards. Throw, keeping arm straight and near to shoulder level. Snap wrist forward at point of release. For this throw, stand facing your target. Begin with the same grip as the THUMBER, then turn your arm and wrist over. With your wrist cocked backwards, swing your arm above your shoulder and snap your wrist forward toward your target. Remember to keep the outside edge of the disc tilted slightly downward at the point of release.



TRICK THROW: SKIPPING



This is just like a left curve shot. Aim at the ground about halfway to your target. The forward side edge of the FRISBEE disc should strike the ground first.

CLO: I can identify a variety of ways to throw a disk to get a par while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar diversas formas de lanzar un disco para lograr el par, demostrando al mismo tiempo diferentes técnicas de lanzamiento hacia el objetivo.

WHAT

What does it look like to have control and accuracy?

¿Cómo se ve tener control y precisión?

WHY

Why is it important to have control and accuracy?

¿Por qué es importante tener control y precisión?

HOW

How will you know that you have control and accuracy?

¿Cómo sabrás que tienes control y precisión?

SOCIAL EMOTIONAL

Active Listening- a communication technique that requires the listener to be fully present, understand, and thoughtfully respond to speaker

Escucha activa: una técnica de comunicación que requiere que el oyente esté plenamente presente, comprenda y responda de manera reflexiva al hablante.

Learning Experience 1: How to play

How to participate:

- In a group no bigger than 4
- Play disc golf
- If someone is on a hole you must wait till it is completed

Cómo participar:

- En grupos de no más de 4 personas.
- Jueguen al disc golf.
- Si alguien se encuentra en un hoyo, deben esperar a que termine.



THINK, PAIR, SHARE

Think Pair Share

- What throw are you still struggling with?
What can you do to help you get better?
 - “I am still struggling with __. One way I can get better is by __.”

Piensa, empareja y comparte

- ¿Con qué lanzamiento sigues teniendo dificultades? ¿Qué puedes hacer para mejorar?
 - “Todavía tengo dificultades con __. Una forma de mejorar es haciendo __.”



CLO: I can identify a variety of ways to throw a disc with control and accuracy while demonstrating different throwing techniques towards the target.

CLO: Puedo identificar una variedad de formas de lanzar un disco con control y precisión, demostrando diferentes técnicas de lanzamiento hacia el objetivo.

IN WRITING:

Describe the type of feedback you would give me if I was struggling to get a par while playing today.

Describe el tipo de retroalimentación que me darías si hoy estuviera teniendo dificultades para conseguir un par mientras juego.

SENTENCE STEM:

“Some feedback I would give you is __ because __.”

Algunos comentarios que te daría son __, porque __.

EXEMPLAR:

Some feedback I would give you is when you throw make sure you follow through because you are stopping your throw too early causing you to lose control of the disc.

Una sugerencia que te daría es que, al lanzar, te asegures de completar el movimiento; estás deteniendo el lanzamiento demasiado pronto, lo que provoca que pierdas el control del disco.

Disc Golf

DAY 6

First Five:

How to participate:

Individual- Find a target and practice throwing with control and accuracy.

Partner- Find a target and practice throwing with control and accuracy and see who can get a par 1st

Group- Find a target and practice throwing with control and accuracy going through the disc golf course.

Cómo participar:

Individual: Busca un objetivo y practica el lanzamiento con control y precisión.

En parejas: Busca un objetivo, practica lanzando con control y precisión, y mira quién logra hacer el par primero.

En grupo: Busca un objetivo y practica el lanzamiento con control y precisión mientras recorres el campo de disc golf.

BASIC THROWS

BACKHAND

Grip the FRISBEE® disc by placing three or four fingers under the rim of the disc and your thumb on top. Stand sideways towards your target. Reach back across the front of your body, then swing your arm forward, releasing the disc toward your target. Tilt the outside edge of the disc down slightly (30 degrees) upon release and follow through.



THUMBER

Stand sideways towards your target and this time, place the thumb in the rim with four fingers on top of the disc. Again, swing your arm along the side of your body, waist-high, snapping the disc towards the target. Slightly tilt the outside rim down upon release.



TRICK THROW: CURVING

Angle the disc in the direction of the curve as you release your throw. For a curve that goes left, release with the right hand side of the disc higher than the left. Throw slightly higher than for a straight throw.



TRICK THROW: UPSIDE-DOWN

FRISBEE® discs can fly upside down. Use the grips described in BASIC THROWS. Instead of tilting the disc down at release, tilt it up.

SIDEARM

Hold the disc with two fingers on the underside, thumb on top and wrist cocked backwards. Swing arm downward at about a 30 degree angle to the body. Keep leading edge of the disc tilted down. Use your wrist snap to propel the disc forward, not your arm.



WRIST FLIP

Grip the disc with thumb underneath and fingers on top, with the wrist cocked backwards. Throw, keeping arm straight and near to shoulder level. Snap wrist forward at point of release. For this throw, stand facing your target. Begin with the same grip as the THUMBER, then turn your arm and wrist over. With your wrist cocked backwards, swing your arm above your shoulder and snap your wrist forward toward your target. Remember to keep the outside edge of the disc tilted slightly downward at the point of release.



TRICK THROW: SKIPPING



This is just like a left curve shot. Aim at the ground about halfway to your target. The forward side edge of the FRISBEE disc should strike the ground first.

SAT Review

CLO: I will be able to describe a variety of disc throws and par and physically demonstrate control and accuracy on the disc golf course

CLO: Seré capaz de describir una variedad de lanzamientos de disco y el par, y de demostrar físicamente control y precisión en el campo de disc golf.

WHAT

Summarize what you will be learning today.

Resume lo que aprenderás hoy.

WHY

Why is this important to disc golf?

¿Por qué es esto importante para el disc golf?

HOW

How will control and accuracy look like in disc golf?

¿Cómo serán el control y la precisión en el disc golf?

SOCIAL EMOTIONAL

Self-regulation- the ability to monitor and manage your energy states, emotions, thoughts, and behaviors.

Autorregulación: la capacidad de monitorear y gestionar tus estados energéticos, emociones, pensamientos y comportamientos.

Learning Experience 1: How to play

How to participate:

- In a group no bigger than 4
- Play disc golf
- At the start of each hole answer the question before you start playing that hole

Cómo participar:

- En grupos de no más de 4 personas.
- Jueguen al disc golf.
- Al comienzo de cada hoyo, responde la pregunta antes de empezar a jugarlo.



Think Pair Share

- What does control look like?
 - “Control looks like ____”

Piensa, empareja y comparte

- ¿Qué aspecto tiene el control?
 - «El control tiene el aspecto de ____»



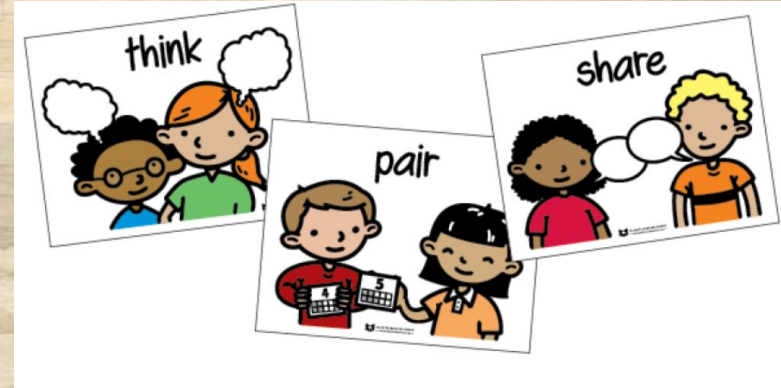
THINK, PAIR, SHARE

Think Pair Share

- What does accuracy look like?
 - “Accuracy looks like ____.”

Piensa, empareja y comparte

- ¿Qué aspecto tiene la precisión?
 - «La precisión tiene el aspecto de ____».



CLO: I will be able to describe a variety of disc throws and par and physically demonstrate control and accuracy on the disc golf course

CLO: Seré capaz de describir una variedad de lanzamientos de disco y el par, y de demostrar físicamente control y precisión en el campo de disc golf.

IN WRITING:

Describe the type of feedback you would give me if I was struggling with control during disc golf.

Describe el tipo de retroalimentación que me darías si estuviera teniendo dificultades con el control durante el disc golf.

SENTENCE STEM:

“Some feedback I would give to help you with control is ____.”

«Algunos comentarios que te daría para ayudarte con el control son...»

EXEMPLAR:

Some feedback I would give to help you with control is to slow down your throw.

Un consejo que te daría para ayudarte con el control es que reduzcas la velocidad de tu lanzamiento.

Disc Golf

DAY 7

First Five:

How to participate:

Individual- Find a target and practice throwing with control and accuracy.

Partner- Find a target and practice throwing with control and accuracy and see who can get a par 1st

Group- Find a target and practice throwing with control and accuracy going through the disc golf course.

Cómo participar:

Individual: Busca un objetivo y practica el lanzamiento con control y precisión.

En parejas: Busca un objetivo, practica lanzando con control y precisión, y mira quién logra hacer el par primero.

En grupo: Busca un objetivo y practica el lanzamiento con control y precisión mientras recorres el campo de disc golf.

BASIC THROWS

BACKHAND

Grip the FRISBEE® disc by placing three or four fingers under the rim of the disc and your thumb on top. Stand sideways towards your target. Reach back across the front of your body, then swing your arm forward, releasing the disc toward your target. Tilt the outside edge of the disc down slightly (30 degrees) upon release and follow through.



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TRICK THROW: SKIPPING



This is just like a left curve shot. Aim at the ground about halfway to your target. The forward side edge of the FRISBEE disc should strike the ground first.

CLO: I will be able to describe a variety of disc throws and par and physically demonstrate control and accuracy on the disc golf course

CLO: Seré capaz de describir una variedad de lanzamientos de disco y el par, y de demostrar físicamente control y precisión en el campo de disc golf.

WHAT

What does control and accuracy look like in disc golf?

¿Cómo se ven el control y la precisión en el disc golf?

WHY

Why is it important to have control and accuracy?

¿Por qué es importante tener control y precisión?

HOW

How will you know that you have good control and accuracy?

¿Cómo sabrás que tienes un buen control y precisión?

SOCIAL EMOTIONAL

Self-regulation- the ability to monitor and manage your energy states, emotions, thoughts, and behaviors.

Autorregulación: la capacidad de monitorear y gestionar tus estados energéticos, emociones, pensamientos y comportamientos.

Learning Experience 1: Frisbee Scramble

How to participate:

- In a group no bigger than 4
- Play disc golf
- At the start of each hole answer the question before you start playing that hole

Cómo participar:

- En grupos de no más de 4 personas.
- Jueguen al disc golf.
- Al comienzo de cada hoyo, responde la pregunta antes de empezar a jugarlo.

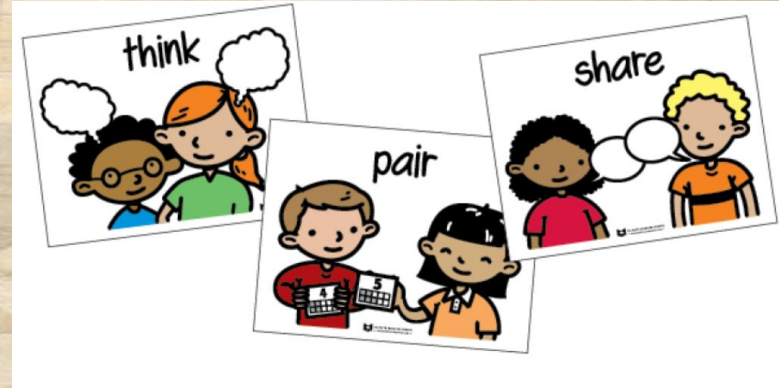


Think Pair Share

- What does control look like?
 - “Control looks like ____”

Piensa, empareja y comparte

- ¿Qué aspecto tiene el control?
 - «El control tiene el aspecto de ____»



THINK, PAIR, SHARE

Think Pair Share

- How were you able to maintain accuracy today?
 - “I was able to maintain control today by ____”

Piensa, empareja y comparte

- ¿Cómo lograste mantener la precisión hoy?
 - «Logré mantener el control hoy al...»



CLO: I will be able to describe a variety of disc throws and par and physically demonstrate control and accuracy on the disc golf course

CLO: Seré capaz de describir una variedad de lanzamientos de disco y el par, y de demostrar físicamente control y precisión en el campo de disc golf.

IN WRITING:

Describe the type of feedback you would give me if I was struggling with accuracy during disc golf.

Describe el tipo de retroalimentación que me darías si tuviera dificultades con la precisión jugando al disc golf.

SENTENCE STEM:

“Some feedback I would give to help you with accuracy is ____.”

Algunos comentarios que te daría para ayudarte con la precisión son...

EXEMPLAR:

Some feedback I would give you to help with accuracy is when you release the frisbee make sure you are pointing towards where you want the frisbee to go.

Una sugerencia que te daría para mejorar la precisión es que, al soltar el frisbee, te asegures de apuntar hacia donde quieres que vaya.

Disc Golf

DAY 8

CLO: I will be able to identify strategies for control and accuracy and demonstrate choice play

CLO: Podré identificar estrategias de control y precisión, y demostrar el juego de elección.

WHAT

In the ORANGE folder, is a 10 multiple choice questions about what we have worked on this week.

En la carpeta NARANJA hay 10 preguntas de opción múltiple sobre lo que hemos trabajado esta semana.

WHY

This is a great opportunity for me and you to see where you are at in learning the content.

Esta es una gran oportunidad, tanto para mí como para ti, de ver en qué punto te encuentras en el aprendizaje del contenido.

HOW

Complete the CFU and then you can have positive social interactions while playing either soccer, basketball or volleyball.

Completa el CFU y, a continuación, podrás tener interacciones sociales positivas mientras juegas al fútbol, al baloncesto o al voleibol.

Social Emotional Lens

Active Listening- a communication technique that requires the listener to be fully present, understand, and thoughtfully respond to speaker

Escucha activa: una técnica de comunicación que requiere que el oyente esté plenamente presente, comprenda y responda de manera reflexiva al hablante.

Self-regulation- the ability to monitor and manage your energy states, emotions, thoughts, and behaviors.

Autorregulación: la capacidad de monitorear y gestionar tus estados energéticos, emociones, pensamientos y comportamientos.

Disc Golf

DAY 9: Outside

Disc Golf

DAY 10: Outside

Disc Golf

DAY 11: Outside

Disc Golf

DAY 12: Final Assessment

CLO: I can demonstrate my knowledge of the fundamental skills, strategies and rules, etiquette and personal growth of disc golf

CLO: Puedo demostrar mi conocimiento de las habilidades fundamentales, las estrategias y reglas, la etiqueta y el desarrollo personal del disc golf.

WHAT

In the ORANGE folder, is your final assessment. You can find the exemplars on the next 4 slides

En la carpeta NARANJA se encuentra tu evaluación final. Puedes encontrar los ejemplos en las siguientes 4 diapositivas.

WHY

This is a great opportunity for me and you to see where you are at in learning the content.

Esta es una gran oportunidad, tanto para mí como para ti, de ver en qué punto te encuentras en el aprendizaje del contenido.

HOW

Complete the CFU and then you can have positive social interactions while playing either soccer, basketball or volleyball.

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Question 1: Exemplar

The first throwing technique I would demonstrate is the wrist flip throw. When performing this technique my head should stay still and focused on my target, my shoulders should rotate slightly back and then drive forward with a compact motion, my hip should remain relatively stable with minimal rotations, and my legs and feet should stay grounded with my weight centered for balance. The second throwing technique I would demonstrate is the tumber throw. When performing this technique my head should remain steady and track the disc after release, my shoulders should rotate back more dramatically than the wrist flip, my hips should rotate with my shoulder to generate power and distance, and my legs and feet should be positioned in a staggered stance with my weight shifting from my back foot to my front foot as I follow through.

Why this is exemplary: It directly addresses all requirements by describing two distinct disc golf techniques with a clear head to toe body breakdown for each one, using specific anatomical language and actionable verbs

La primera técnica de lanzamiento que demostraría es el lanzamiento con giro de muñeca (*wrist flip*). Al ejecutar esta técnica, mi cabeza debe permanecer inmóvil y enfocada en mi objetivo; mis hombros deben rotar ligeramente hacia atrás y luego impulsarse hacia adelante con un movimiento compacto; mi cadera debe mantenerse relativamente estable, con rotaciones mínimas; y mis piernas y pies deben permanecer firmes en el suelo, con el peso centrado para mantener el equilibrio. La segunda técnica de lanzamiento que demostraría es el lanzamiento *tumber*. Al ejecutar esta técnica, mi cabeza debe permanecer firme y seguir la trayectoria del disco tras su liberación; mis hombros deben rotar hacia atrás de manera más pronunciada que en el lanzamiento con giro de muñeca; mis caderas deben rotar al unísono con mis hombros para generar potencia y distancia; y mis piernas y pies deben colocarse en una postura escalonada, transfiriendo el peso desde el pie trasero hacia el pie delantero a medida que completo el movimiento de seguimiento (*follow-through*).

Por qué esto resulta ejemplar: Aborda directamente todos los requisitos al describir dos técnicas distintas de disc golf, ofreciendo para cada una un desglose corporal claro y detallado —de la cabeza a los pies—, y empleando un lenguaje anatómico específico junto con verbos de acción concretos.

Question 2: Exemplar

When playing in a competitive tournament, I would use the tactic of playing conservatively on difficult holes and taking calculated risks on easier holes to help me score well. If the course layout is heavily wooded with tight fairways, I would adjust my strategy by selecting discs that provide more control and accuracy rather than maximum distance, and I would aim for the center of the fairway to avoid obstacles. When the weather conditions are windy, I would change my approach by throwing lower trajectory shots with more stable discs to reduce the wind's effect on my throw and I would account for the wind direction when aiming at my target. When playing against a skill level that is more advanced than mine I would modify my tactics by focusing on consistency and minimizing mistakes rather than trying to match their aggressive play, and I would study their shot selections to learn from their strategies.

Why it is an Exemplar: Addresses all four required elements with concrete, specific details rather than vague statements. The answer demonstrates strategic thinking by explaining the reasoning behind each choice and showing how to adapt across multiple variables. It follows the provided framework while displaying genuine domain knowledge about disc golf strategy.

En un torneo competitivo, usaría la táctica de jugar con cautela en los hoyos difíciles y asumir riesgos calculados en los más fáciles para obtener una buena puntuación. Si el campo tiene mucha vegetación y calles estrechas, ajustaría mi estrategia seleccionando discos que ofrezcan mayor control y precisión en lugar de máxima distancia, y apuntaría al centro de la calle para evitar obstáculos. Con viento, cambiaría mi enfoque lanzando tiros de trayectoria baja con discos más estables para reducir su efecto, y tendría en cuenta la dirección del viento al apuntar. Al jugar contra un jugador de nivel superior al mío, modificaría mi táctica centrándome en la consistencia y minimizando los errores, en lugar de intentar imitar su juego agresivo, y estudiaría sus tiros para aprender de sus estrategias.

Por qué es un ejemplo: Aborda los cuatro elementos requeridos con detalles concretos y específicos, en lugar de afirmaciones vagas. La respuesta demuestra pensamiento estratégico al explicar el razonamiento detrás de cada elección y mostrar cómo adaptarse a múltiples variables. Sigue el marco proporcionado a la vez que demuestra un conocimiento profundo de la estrategia del disc golf.

Question 3: Exemplar

When playing disc golf with my classmates, I would demonstrate appropriate behaviors by being encouraging and supportive to my teammates and opponents, maintaining a positive attitude even when I make mistakes, and respecting the course and other players' space. These behaviors contribute to a positive experience for everyone because they create a welcoming environment where everyone feels valued and comfortable taking risks without fear of judgment. Another appropriate behavior I would use is listening actively when others are speaking and following the rules of the game fairly, which helps the group by building trust and ensuring that everyone has fun while playing together. If a conflict or disagreement arose during play, I would handle it by staying calm, asking questions to understand the other person's perspective, and working together to find a fair solution that everyone can agree on.

Why it is an exemplar: It fully addresses all four required components with thoughtful reasoning that demonstrates emotional intelligence and social awareness, showing how individual behaviors like encouragement and active listening create a welcoming environment and build trust. The answer also shows mature conflict resolution skills by describing a three step approach rather than just following rules. It uses specific, meaningful language that reflects genuine understanding of how individual actions affect group dynamics.

Al jugar al disc golf con mis compañeros de clase, demostraría comportamientos apropiados siendo alentador y solidario tanto con mis compañeros de equipo como con mis oponentes, manteniendo una actitud positiva incluso cuando cometo errores, y respetando el campo y el espacio de los demás jugadores. Estos comportamientos contribuyen a una experiencia positiva para todos, ya que crean un entorno acogedor donde cada persona se siente valorada y cómoda asumiendo riesgos sin temor a ser juzgada. Otro comportamiento apropiado que adoptaría sería escuchar activamente cuando los demás hablan y cumplir las reglas del juego con imparcialidad; esto beneficia al grupo al fomentar la confianza y asegurar que todos se diviertan mientras juegan juntos. Si surgiera algún conflicto o desacuerdo durante el juego, lo gestionaría manteniendo la calma, formulando preguntas para comprender la perspectiva de la otra persona y colaborando para encontrar una solución justa con la que todos puedan estar de acuerdo.

Por qué constituye un ejemplo sobresaliente: Aborda plenamente los cuatro componentes requeridos mediante un razonamiento reflexivo que demuestra inteligencia emocional y conciencia social, ilustrando cómo comportamientos individuales —tales como el aliento y la escucha activa— generan un entorno acogedor y fomentan la confianza. Asimismo, la respuesta evidencia habilidades maduras para la resolución de conflictos al describir un enfoque basado en tres pasos, en lugar de limitarse a seguir las reglas de manera mecánica. Emplea un lenguaje específico y significativo que refleja una comprensión genuina de la manera en que las acciones individuales repercuten en la dinámica del grupo.

Question 4: Exemplar

During this unit, a moment when the challenge was just right for me was when I played on the intermediate level course with a few technical holes that required precise disc selection and shot placement. What made this challenge appropriately difficult was that I had learned enough throwing techniques to execute the shots, but I still had to focus and think strategically about which disc to use and where to aim, which kept me engaged without feeling frustrated or bored. If I wanted to make this challenge easier, I could play on the beginner course with wider fairways and fewer obstacles, or I could practice the same course multiple times with the shots becoming automatic. If I wanted to make this challenge harder, I could attempt the advanced course with narrow fairways and elevation changes, or I could set personal goals like trying to achieve a specific score or landing my disc within a certain distance of the basket on every throw.

Why it is an exemplar: It demonstrates metacognitive awareness, the student not only identifies a specific challenges but explain WHY it worked. The answer shows growth mindset by providing concrete actionable strategies for adjusting difficulty in both directions, demonstrating understanding of how to self regulated learning and optimize their own development.

Durante esta unidad, un momento en el que el desafío resultó ser el ideal para mí fue cuando jugué en el campo de nivel intermedio, el cual contaba con algunos hoyos técnicos que exigían una selección precisa del disco y una colocación exacta del tiro. Lo que hizo que este desafío fuera adecuadamente difícil fue que ya había aprendido suficientes técnicas de lanzamiento como para ejecutar los tiros, pero aun así debía concentrarme y pensar estratégicamente sobre qué disco utilizar y hacia dónde apuntar; esto me mantuvo involucrado y motivado, sin llegar a sentirme frustrado ni aburrido. Si quisiera facilitar este desafío, podría jugar en el campo para principiantes, que cuenta con calles más anchas y menos obstáculos; o bien, podría practicar en el mismo campo repetidas veces hasta que los tiros se volvieran automáticos. Si, por el contrario, quisiera aumentar la dificultad del desafío, podría intentar jugar en el campo avanzado, caracterizado por sus calles estrechas y cambios de elevación; o también podría establecer metas personales, como intentar alcanzar una puntuación específica o lograr que mi disco aterrice a una distancia determinada de la canasta en cada lanzamiento.

Por qué constituye un ejemplo sobresaliente: Demuestra conciencia metacognitiva; el estudiante no solo identifica un desafío específico, sino que también explica el *porqué* de su efectividad. La respuesta refleja una mentalidad de crecimiento al proponer estrategias concretas y viables para ajustar el nivel de dificultad en ambos sentidos, demostrando así una comprensión clara de cómo autorregular su aprendizaje y optimizar su propio desarrollo.

Rubric

Performance Indicator	Exceeds Expectations	Met Expectations	Approached Expectations	Partially Met Expectations	Did not yet Met Expectations
Motor Skills	Students can apply a combination of disc golf skills within a dynamic and game-like environment	Students can demonstrate disc golf skills solo, with a partner, or in a small group within a dynamic and game-like environment	Students can demonstrate disc golf skills solo, with a partner, or in a small group within a structured dynamic environment	Students can demonstrate disc golf skills solo, with a partner, or in a small group within a non-dynamic/ stationary environment	
Knowledge	Students can explain disc golf and the use of the tactics and strategies demonstrated within game play	Students can describe disc golf and the tactics and strategies demonstrated within game play	Students can identify disc golf and the tactics and strategies demonstrated within game play	Students can identify disc golf and the tactics and strategies demonstrated within game play	
Social Skills	Students can demonstrate and explain appropriate behaviors that contribute to positive social interaction in movement	Students can demonstrate and evaluate appropriate behaviors that contribute to positive social interaction in movement	Students can demonstrate and identifies appropriate behaviors that contribute to positive social interaction in movement	Students can explain the importance of etiquette, respect for others, and teamwork during physical activities	
Personal Skills	Evaluates movement opportunities that are appropriately challenging for relevance and significance in relation to future activity choices and explains the choice	Students can reflect on movement opportunities that are appropriately challenging (not too easy, not too hard, just right)	Students can participate in movement opportunities that are appropriately challenging	Students can identify movement opportunities that are appropriately challenging	