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CHESS FOR LIFE!



For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops and Adapter and Disseminator grants, please contact:

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Table of Contents

Goals.....	2
State Standards.....	3-4
Objectives.....	5
Course Outline.....	6
Lesson Plans.....	7-14
Student Assessments.....	15
Resource List.....	16
Supplemental Materials.....	17
Student Work Samples.....	18-27
Project Evaluations.....	28

GOALS

Many times parents live vicariously through the accomplishments of their children. They stress, they fuss and sometimes push their kids into a sport or athletic activity just to make them feel better. That even goes for piano lessons and violin lessons. The goal here is to introduce Chess to a young audience in the hopes that the foundations they are establishing will carry them throughout their lives. This is the ultimate game where you as the player are responsible for everything that takes place. You cannot blame a teammate for dropping the ball or missing a shot at the buzzer. You are the only one responsible for your wins or your losses. The choices you make on this 64 square arena belong to you the player. Each person has to own the consequences of these choices. The goal is to instill in each child a sense of focus and caring for every move or decision they make not only on a chessboard but also in life. The student will look at all situations as a chess game; their choices of schools, their majors and their life plan to be successful. All of this starts from a simple game and how the analysis of game situations translate to what they do in life and career.

Therefore, Chess For Life is more than just an introduction to basic moves and strategy. It is a pathway to how a child will look at his/her life and make decisions based on rationalized thinking with the end in mind. This is something that a student will carry with them from 8 to 80. This is Chess For Life!

STATE STANDARDS

- MAFS.4OA1.a Determine whether an equation is true or false by using relational thinking.
- MAFS.4OA.3.5 Identify apparent features to a pattern that were not explicit in the rule itself.
- MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
- MAFS.5.OA.2.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
- MAFS.5.G1.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
- MAFS.5.G.2.3 Understanding that attributes belonging to category of two-dimensional figures also belongs to all subcategories of that category.
- MAFS.6.SP.1.1 Recognize a statistically question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- MAFS.6.SP.1.3 Understand that a set of data collected to answer a statistical question has a distribution, which can be described, by its center, spread, and overall shape.

- MAFS.8.G.1.3 Describe the effects of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
- MAFS.8.G.1.4 Understand that two-dimensional figure is similar to another if the second can be obtained from the first by sequence of rotations, reflections, translations and dilations given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- MAFS.8.SP.1.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for row or columns to describe the association between the two variables.
- MAFS.912.S-1C.1.2 Decide if a specified model is consistent with results from a given data generating process.
- MAFS.912.S-MD.1.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
- MAFS.912.S-MD1.3 Develop a probability distribution for a random variable defined for a sample space which theoretical probabilities can be calculated; find the expected value.
- MAFS.912.S-MD2.6 Use probabilities to make fair decisions.
- MAFS.912.S-MD2.7 Analyze decisions and strategies using probability concepts.
- SC.8N.1.2 Design and conduct a study using repeated trials and replications.
- SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypothesis, predictions, explanations and models to make sense of the collected evidence.

OBJECTIVES

Students will:

1. Understand the fundamentals of the chess board
2. Understand the names of the chess pieces
3. Understand the moves of each piece
4. Understand the value of the chess pieces
5. Describe the movements and determine the value of chess pieces
6. Understand the nuanced moves of the game (castling, en-passant)
7. Understand the importance of control of the center
8. Understand how and when to use strategic thinking in a game
9. Demonstrate understanding of the game by playing other students
10. Be able to analyze their games and make better choices
11. Be able to explain to other students how to play chess

COURSE OUTLINE

- Students will be divided into 3 groups: just learning, beginners or can play
- Students who can play will set up and create competitions among other players
- Beginners and learners will be sitting at a board while the instructor is at the demonstration board
- Lesson 1-3 will incorporate the description of the board, the names of the pieces and how they move on the board
- Lessons 4-6 will deal with the movement of pieces, their values and how to move a piece from one part of the board to another
- Lesson 7-8 will have students demonstrate on a one to one basis how the pieces move on the demonstration board.
- Lesson 9 will have students monitor others games and comment on what they could have done better or differently.
- Lesson 10 all students will engage in a competition with students of similar experiences and level of play.

LESSON PLANS

Lesson 1-3 (Introduction to Chessboard)

Objectives: Students will learn the basics of the chessboard.
 Students will learn the names of the chess pieces.
 Students will learn the moves of the various pieces.
 Students will be able to identify chess pieces and their movements
 on the chessboard.

Activities:

1. Using the demonstration board students will be introduced to the game of chess.
2. The students will go to the board and identify rows and columns by their letter designations.
3. Students will be introduced to each chess piece and its moves.
4. Students will go to the board and identify each piece and how it moves on the board.

Lesson 4
(Checkmates and Stalemates)

Objective: Students will learn basic checkmates.
 Students will learn to checkmate with the various pieces.
 Students will learn the difference between a checkmate
 and a stalemate.

Activities:

1. Students will attempt to checkmate using king and queen.
2. Students will attempt to checkmate with 2 rooks or 1 rook.
3. Students will checkmate using minor pieces.
4. 75% of students will demonstrate proficiency by performing one of the above exercises.

Lesson 5
(Game Planning)

Objectives: Students will learn the phases of the game, the opening, middle game and end game. Students will be introduced to strategies to trap and capture the opponent's King. Students will learn which pieces should be used at the appropriate time.

Activities:

1. Using the demonstration boards, students will identify strategies for opening, middle and end game.
2. Students will explain strategies being used to capture the opponent's King.
3. Students will explain their choice of one piece over the other in order to complete their attack.

Lesson 6
(Chess Tactics)

Objectives: Students will learn how to implement a fork.
 Students will learn how to implement a pin.
 Students will learn how to implement a double check.

Activities:

1. Using a chessboard the students will demonstrate the use of Forks, pins, checks and double checks.
2. Students will explain when is the proper time to use each of the chess tactics.
3. Students will demonstrate each tactic during game conditions.

Lesson 7
(Passed Pawns & Pawn Promotion)

Objectives: Students will learn the advantages of passed pawns.
 Students will learn how and when to use pawn promotions.
 Students will learn how to promote different pieces.

Activities:

1. During game conditions students will demonstrate the effectiveness of passed pawns.
2. During game conditions students will demonstrate when to promote advancing pawns.
3. Students will explain why and what pieces to promote during game conditions.

Lesson 8
(The opening, middle and end game)

Objectives: Students will learn the basics of chess openings.
 Students will learn the basics of middle game play.
 Students will learn the basics of end game play.

Activities:

1. Students will be placed in game conditions to discuss and experience game opening strategies.
2. Students will play in game conditions to experience middle game strategies.
3. Students will experience end game strategies.

Lesson 9
(The Mental Game of Chess)

Objectives: Students will learn the mental aspects and strategies of the game.
 Students will learn how to prepare for stronger or weaker
 opponents.
 Students will learn to respect all opponents.

Activities:

1. Students will examine and explain why they thought they won or lost to an opponent.
2. Students will discuss strategies to follow for future matches.
3. Students will explain how others value pieces and they were able to take advantages.

Lesson 10
(Playing Chess at Tournament Level)

Objectives: Students will learn how to use chess notations.
 Students will learn how to use chess clocks.
 Students will learn to play under tournament conditions.

Activities:

1. Students will provide samples of chess notations.
2. Students will demonstrate the proper use of chess clocks.
3. Student will play across the board with other students while using a chess clock and using chess notations.

ASSESSMENTS

1. Lessons 1-3 Each student will demonstrate a clear understanding of the lessons by coming up to demonstration boards and recapping names and moves of each piece.
2. Lesson 4 Students will demonstrate checkmating possibilities based on positions on the demonstration board.
3. Lessons 5-6 Students will demonstrate and explain chess strategies and tactics used in attempting to checkmate opposition.
4. Lessons 7-8 Students will explain and demonstrate strategies in all facets of the game during game conditions.
5. Lesson 9 Students will discuss their personal rationale for strategies used against different competitors.
6. Lesson 10 Students will review and discuss results of tournament like conditions in various games.

RESOURCE LIST

1. Chess library- books at various levels of play from: Bobby Fischer teaches chess to domination in 2545 end games studies.
2. Chess videos and tutorials- Chess Kids.com & Judit Polgar chess lessons.
3. *<https://www.chesscademy.com/>*
4. *www.chesscorner.com/*
5. *www.chesskid.com/learn-how-to-play-chess.html*
6. *www.kidchess.com/gamestoplay.html*

SUPPLEMENTAL MATERIALS

1. 2 chess demonstration boards
2. 2 beginners demonstration chess sets
3. 15-20 chessboards and pieces
4. 15 -20 chess clocks
5. T-shirts for participants
6. Memberships in the U.S. Chess Federation

WORK SAMPLES





















PROJECT EVALUATION

Objective: Students will complete Quia survey detailing their level of proficiency in the playing chess. They will identify areas of strength and areas where they need to improve.

Activities:

1. Students will play a chess game.
2. Students will use a chess clock.
3. Students will complete a chess notation log.

