

HIGH SCHOOL PHYSICAL EDUCATION SAMPLE LESSON PLAN

Standard 1a - Knowledge of content and pedagogy	
<p>Guiding Questions:</p> <p>A. <u>Knowledge of content and structure of disc</u></p> <ul style="list-style-type: none"> ❖ What standards will you address during this lesson? ❖ Where does this lesson fit in the context of the learning progression for this unit? <p>B. <u>Prerequisite relationships</u></p> <ul style="list-style-type: none"> ❖ What will the students need to know in order to be successful during this lesson? How will you activate their schema (prior knowledge)? <p>C. <u>Content related pedagogy</u></p> <ul style="list-style-type: none"> ❖ What instructional strategies will you employ during this lesson? How do these strategies relate to the content? 	<p>A. Rhode Island Physical Education Standards Standard 4: Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>9-12.S4.6 - participate in activities to improve physical skills and fitness (include activities related to each component of health-related physical fitness).</p> <p>Standard 5 Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>9-12.S5.5 - work cooperatively and productively with a partner and/or a group setting to accomplish a set goal.</p> <ul style="list-style-type: none"> ❖ This is lesson 4 in an 8-day Fitness unit. <p>B. The students will need to know some of the basic vocabulary associated with skill & health related components of fitness. During the stretching component of the lesson (see 1e, component 1) students will be engaged in an open-ended question & answer session to activate prior knowledge.</p> <p>C. This is an activity-based, student-centered lesson that includes an anticipatory set, literacy, and numeracy (see standard 1e, instructional activities).</p>
Standard 1b – Knowledge of Student	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ❖ Provide a brief demographic overview of the class being observed. <p>A. <u>Knowledge of child / adolescent dev</u></p> <ul style="list-style-type: none"> ❖ How is this activity developmentally appropriate to your students' grade-level? <p>B. <u>Learning process</u></p> <ul style="list-style-type: none"> ❖ What student learning factors went into your decision to use the instructional strategies that you chose? 	<p>Demographic Overview There are 21 students in this Physical Education class. Of the 21 students, 19 are 9th graders & 2 are 12th graders. Four students are English Language Learners, & three students have IEPs. There are 2 students on my roster that I have not seen to date. This is my second week with this group of students.</p> <p>A. As stated in the Rhode Island Physical Education Framework, students should be exposed to a variety of activities that promote and encourage lifelong physical activity. Fitness disc golf will introduce concepts of an individual lifetime sport (golf) while allowing students to interact positively with their peers through a workout routine.</p> <p>B. The language barrier was the decisive student learning factor that determined the instructional strategies for this lesson. Pairing/grouping has enabled all students to be successful.</p> <p>C. This is the fourth lesson of an 8-day unit, on Fitness. This is also only my second week with the students so I am still getting to know their strengths and weaknesses.</p>