

## Lesson Plan Template

<b>Grade: 9-12</b>		<b>Subject: PE</b>	
<b>Materials: Frisbees, Pylons, Jerseys</b>		<b>Technology Needed: Music</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  S2.H2.L1 : Applies movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities.		<b>Differentiation</b>  <b>Below Proficiency:</b> Students throw to a stationary partner but cannot throw to a moving target.  <b>Above Proficiency:</b> Students can play the game of ultimate frisbee with a good fast pace. Students can show proficiency in moving in open space, throwing, and catching.  <b>Approaching/Emerging Proficiency:</b> Students can throw to a moving partner.  <b>Modalities/Learning Preferences:</b> Kinesthetics	
<b>Objective(s)</b>  Students will be able to throw backhand or forehand in the game of Ultimate Frisbee.  Students will be able to catch a frisbee on the move.  <b>Bloom's Taxonomy Cognitive Level:</b> Comprehend, Application, Synthesis		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will try their best and follow the rules of the sport.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Have Students answer daily question as they get to class then sit around the three point arc. Students will stay there while I explain rules, and split them into teams.			
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have students answer daily question</li> <li>• While they answer the question, I will set up the field</li> </ul>		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Have students partner up and warm up throwing</li> </ul>		
27	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• I will refresh the rules of ultimate frisbee with the students</li> <li>• Ask students if they have any questions or have any concerns</li> <li>• Split students into two teams</li> <li>• Play music, and let the students compete in Ultimate Frisbee</li> </ul>		
0	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• I will watch the students play</li> <li>• Keep score of game</li> <li>• Monitor the game so its played the right way.</li> </ul>		
<b>Review (wrap up and transition to next activity):</b>			

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3	<ul style="list-style-type: none"><li>• Stop music</li><li>• Have students put jerseys away and grab their stuff so they can get ready for next class</li></ul>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>I will be assessing the students as they are playing ultimate frisbee. I will clarify any questions or disagreements that may occur during the class.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <p>Students will show that they have met the objectives by throwing the frisbee the ways we learned in class when playing ultimate frisbee.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	