A Lesson Plan for Low Organized Games

Student will turn in lesson plan for low organized games

<table>
<thead>
<tr>
<th>Element</th>
<th>Levels of Performance</th>
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<tbody>
<tr>
<td>1. Unit's content</td>
<td>__Target(3) The portfolio unit was designed around a skill theme or movement concept that integrated skills, content knowledge, and the importance of a physically active lifestyle.</td>
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<td>2. Consideration of student learning needs</td>
<td>__Target(3) &lt;p&gt;The teacher designed instruction to address psycho-motor, academic, and affective learning needs, prior learning, and interests of individual students as well as the class as a whole.&lt;/p&gt;</td>
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| 3. Selection of activities and materials | **Target (3)**<br>-

<p>The selection activities, equipment and strategies that had the potential to develop a range of student skill levels and knowledge of concepts through active engagement.</p> | **Acceptable (2)**<br>-

<p>The selected activities and or equipment that had potential to develop related skills and promote the learning of most students.</p> | **Unacceptable (0-1)**<br>-

<p>The teacher selection activities and or equipment that had little potential to advance student learning or promote student participation.</p> |

| 4. Establishing a physically safe environment | **Target (3)**<br>-

<p>The teacher’s plan included specific provisions to establish a physically safe environment and reinforce safety standards to students on-going basis.</p> | **Acceptable (2)**<br>-

<p>The teacher’s plan included general provisions to establish a physically safe environment and to communicate safety standards to students.</p> | **Unacceptable (0-1)**<br>-

<p>The teacher’s plan included limited provisions to establish a physically safe environment or to communicate safety standards to students.</p> |

| 5. The teacher’s reflection on practice | **Target (3)**<br>-

<p>The reflective commentary on teaching described specific connections between teaching practices and students learning outcomes, and based on those connection, identified relevant improvements.</p> | **Acceptable (2)**<br>-

<p>The reflective commentary on teaching described specific connections between teaching practices and students learning, and identified general improvements.</p> | **Unacceptable (0-1)**<br>-

<p>The reflective commentary on teaching described limited connections between teaching practices and students learning.</p> |