Creating a Lesson Plan for one week: Elementary, Middle, or High School

Student will turn in a lesson plan

<table>
<thead>
<tr>
<th>Element</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned Objectives (TEKS/TAKS)</td>
<td>__Target(3) Clearly written and fitting for grade level and concentrate on addressing the application of 2 or more knowledge, skills and attitude.</td>
</tr>
</tbody>
</table>

| 2. Warm Up Activity | __Target(3) <ul><li>Define and discuss the key words for today. </li><li>Always include a warm-up and cool-down program to reduce the chance of injury and prevent muscle soreness for 5-8 minute. </li><li>List the exercises. </li><li>Plan included specific provisions to establish a physically safe environment and reinforce safety standards to students on an on going</li></ul> | __Acceptable(2) <ul><li>The unit’s content included some general provisions to establish a physically safe environment and to communicate safety standards to students. </li><li>Provided a warm-up and cool-down programs</li></ul> | __Unacceptable(0-1) <ul><li>There was limited used of key words. </li><li>The unit’s content didn’t establish a physically safe environment and to communicate safety standards to students. </li><li>No warm-up or cool-down programs</li></ul> |
3. Selection of Materials and Resources

**Target (3)**
The selected of activities, equipment and strategies that made accommodation for students' individual differences and had the potential to develop a range of skills and understanding of concepts through active engagement.

**Acceptable (2)**
The selected activities and or equipment that had potential to develop related skills and promote the learning of most students.

**Unacceptable (0-1)**
The selected activities and or equipment that had little potential to advance student learning or promote student participation.

4. Procedures/Activities

**Target (3)**
The activities unit was designed around a skill theme on movement concept that integrated skills, content knowledge, and the importance of a physically active lifestyle.

**Acceptable (2)**
The activities unit was designed around a progression of skills related to a sport or general movement activity.

**Unacceptable (0-1)**
The activities unit was designed around discreet skills and developmentally inappropriate activities.

5. Modifications

**Target (3)**
The teacher made instructional

**Acceptable (2)**
The teacher made some

**Unacceptable (0-1)**
There is minimal evidence that the
adjustments that addressed individual learning needs of students and promoted connections between skill themes and movement concepts.

adjustment that focused on instructional pacing and procedures.

teacher adjusted instruction based on monitoring.

<table>
<thead>
<tr>
<th>6. Assessment(s)</th>
<th>__Target(3)</th>
<th>__Acceptable(2)</th>
<th>__Unacceptable(0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&lt;p&gt;The teacher’s assessment of student learning was thoroughly focused on students, demonstration and application of essential skills and concept, and the conclusions were supported by specific examples. &lt;/p&gt;</strong></td>
<td><strong>&lt;p&gt;The teacher,s assessment of student learning focused mainly on students, demonstration of essential skills and concepts, and some of the conclusions were supported by examples.&lt;/p&gt;</strong></td>
<td><strong>&lt;p&gt;The teacher,s assessment of student learning was limited or vague.&lt;/p&gt;</strong></td>
<td></td>
</tr>
</tbody>
</table>