



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

Student will turn in a lesson plan

Element	Levels of Performance		
1. Assinged Objectives (TEKS/TAKS)	__Target(3) Clearly written and fitting for grade level and concentrate on addressing the application of 2 or more knowledge, skills and attitude.	__Acceptable(2) Fairly suitable for grade level and concentrate on addressing the application of 1 knowledge, skill and attitude.	__Unacceptable(0-1) Merely suitable for grade level and hardly any focus on addressing the application of knowledge, skills and attitude.
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2. <p>Warm Up Activity</p><p> </p>	__Target(3) Define and discuss the key words for today. Always include a warm-up and cool-down program to reduce the chance of injury and prevent muscle soreness for 5-8 minute.List the exercises.Plan included specific provisions to establish a physically safe environment and reinforce safety standards to students on an on going	__Acceptable(2) <div>The unit's content included some general provisions to establish a physically safe environment and to communicate safety standards to students.</div><div>Provided a warm-up and cool-down programs</div>	__Unacceptable(0-1) There was limited used of key words.The unit's content didn't establish a physically safe environment and to communicate safety standards to students.No warm-up or cool-down programs<p> </p>

	<p>basis.</p>		
<p>3. Selection of Materials and Resources</p>	<p>__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.</p>	<p>__Acceptable(2) The selected activities and or equipment that had potential to develop related skills and promote the learning of most students.</p>	<p>__Unacceptable(0-1) The selected activities and or equipment that had little potential to advance student learning or promote student participation.</p>
<p>4. Procedures/Activities</p>	<p>__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.</p>	<p>__Acceptable(2) The activities unit was designed around a progression of skills related to a sport or general movement activity.</p>	<p>__Unacceptable(0-1) The activities unit was designed around discreet skills and developmentally inappropriate activities.</p>
<p>5. Modifications</p>	<p>__Target(3) The teacher made instructional</p>	<p>__Acceptable(2) The teacher made some</p>	<p>__Unacceptable(0-1) There is minimal evidence that the</p>

	<p>adjustments that addressed individual learning needs of students and promoted connections between skill themes and movement concepts.</p>	<p>adjustment that focused on instructional pacing and procedures.</p>	<p>teacher adjusted instruction based on monitoring.</p>
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<p>6. Assessment(s)</p>	<p><u> </u> Target(3) 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.</p>	<p><u> </u> Acceptable(2) 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.</p>	<p><u> </u> Unacceptable(0-1) The teacher's assessment of student learning was limited or vague.</p>
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