

## Winthrop University Physical Education Lesson Plan

Lesson Plan ___ of ___	<b>Teacher Candidate:</b>	<b>School:</b>	<b>Date:</b>
	<b>Title of Learning Segment/Unit:</b>	<b>Length of Class:</b>	<b>Grade:</b>
	<b>Central Focus (entire learning segment):</b>		<b># in Class:</b>
	<b>Lesson Focus:</b>		
	<b>Behavioral Contingency:</b>	<b>Safety Considerations:</b>	
	<b>Content Standards</b>		
	<u><b>SHAPE Standards for PE</b></u> S1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <input type="checkbox"/> S2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> S3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <input type="checkbox"/> S4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. <input type="checkbox"/> S5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <input type="checkbox"/>	<u><b>SC Standards for PE –</b></u> <input type="checkbox"/> Standard 1: Grade Level      Element number: <input type="checkbox"/> Standard 2: Grade Level      Element number: <input type="checkbox"/> Standard 3: Grade Level      Element number: <input type="checkbox"/> Standard 4: Grade Level      Element number: <input type="checkbox"/> Standard 5: Grade Level      Element number:	
<b>Objectives</b> <b>Task/Criteria/Condition</b>		<b>Assessment Tool</b>	
<b>Psychomotor Domain</b>			
<b>Affective Domain</b>			

<b>Cognitive Domain</b>		
<b>Academic Language</b>	<p>Function:</p> <p>Vocabulary:</p> <p>Syntax:</p> <p>Discourse:</p> <p>Ways Students Use Language:</p>	
<b>Prior Knowledge, Skills, &amp; Assets</b>		
<b>Theory Used</b>		
<b>Equipment</b>		

Lesson Component	Time (mins)	Organization	Description	
Instant Activity				
Transition				
Introduction, Activate Prior Knowledge, & Expectations				
Transition				
Fitness Activity				
Transition				
Body of Lesson (Lesson Focus)	Task #1	Demonstration/Questions:		Assessments & Feedback
		Learning Task:	Cues 1.  2.  3.	

	<b>Transition</b>				<b>Assessments &amp; Feedback</b>
	<b>Task #2</b>	Demonstration/Questions:			
		Learning Task:	Cues 1.  2.  3.	Modifications Easier:   Harder:	
	<b>Transition</b>				<b>Assessments &amp; Feedback</b>
<b>Task #3</b>	Demonstration/Questions:				
	Learning Task:	Cues 1.  2.  3.	Modifications Easier:   Harder:		

	<b>Transition</b>				<b>Assessments &amp; Feedback</b>
	<b>Task #4</b>	Demonstration/Questions:			
		Learning Task:	Cues 1.  2.  3.	Modifications Easier:   Harder:	
	<b>Transition</b>				<b>Assessments &amp; Feedback</b>
<b>Task #5</b>	Demonstration/Questions:				
	Learning Task:	Cues 1.  2.  3.	Modifications Easier:   Harder:		

**Lesson Closure & Review**

**Teacher Reflection &  
Future Modifications**