

Secondary Level

Lesson Plan ____ of ____	NYS/NATIONAL Standards	Teacher(s):	School:	Date:
		Teaching Style: __ Command __ Reciprocal __ Self-Check __ Guided Discovery __ PSI __ Cooperative __ Station Learning _____		Grade: # in class:
		Safety Statement:		
Domains		Objectives	Assessment Tool	Length of class: ____ minutes
Psychomotor		1.		Unit:
Affective		2.		Equipment:
Cognitive		3.		
NYS Learning Standards Standard 1 – Personal Health and Fitness 1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition Standard 2 – A Safe and Healthy Environment 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity. 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Standard 3 – Resource Management 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 3b. Students will be informed consumers and be able to evaluate facilities and programs. 3c. Students will also be aware of career options in the field of physical fitness and sports			National Standards: Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	

Where is fitness (NYS Learning Standard 1b) integrated into the lesson?	
Health-related Fitness (HRF)	How/when will you infuse HRF?
1. Cardiovascular endurance	1.
2. Muscular strength	2.
3. Muscular endurance	3.
4. Flexibility	4.
5. Body composition	5.

Leading Question (Objectives from the prior lesson):

Lesson Components	Time (minutes)	Organization & Transitions	Teaching Progressions – Include all progressions. Be specific and explain in full detail. Include activity modifications for when the class needs to move to lower or higher levels of skill that align with the appropriate skill levels of the class. **Be sure to consider the level you are teaching at (precontrol, control, utilization, proficient)			Differentiation (How will you differentiate for students with IEPS, ELL, Skill Level and Behavioral Issues)	Academic Language (How will you infuse academic language? Include statements regarding the infusion of Language Function, Discourse and Syntax)
Set Induction							
Fitness Based Dynamic Warm-up							
Explanation/ Demonstration							
Body of Lesson (Lesson Focus)			Tasks (Extensions)	Cues (Refinements)	Application/Assessment (Identify Domain)		
			1.				
			2.				
			3.				
			4.				
			5				
Lesson Closure			(Wrap up and cognitive list of questions. What happens in the next class?				

Evaluation of Lesson	<i>Post-planning: "Assessment Drives Teaching:" future needs based on assessment results</i> <i>Teacher Reflection Notes:</i>	
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Connection to student's previous knowledge.	(Include in-school, community, cultural and home-life experiences)
References	(Include websites, books, and handouts. You must also include a minimum of one citation that connects to research appropriate for this lesson)