



Marion County School District
INSTRUCTIONAL FRAMEWORK 2021-2022
Lesson Planning Form
Week of August 30- September 3

Teacher's Name/School ____ Michael Steinbar Subject/Grade(s)_ Physical Education/ Grades 6-8

Motivating Students – *use of lesson starters or hooks to help students connect prior knowledge to new content and to the world*

As the Students enter the gym there will be a Word of the Day on the bulletin board. Students will dress out for class and assemble in their fitness spots. Once all students are in their prospective fitness spots we will begin warm-up exercises. As students are performing their warm-ups, I will take roll, by asking each student to give me an example sentence by using the Word of the day..

Standards and Objectives – *posted statement of specific SC content standard(s) and explicit measurable goal(s) aligned to SC standard(s)*

PE 8-3.1 Monitor his or her own fitness or participation in Physical activity.

PE 8-4.1 Work cooperatively within a group to establish and achieve group goals in competitive physical activity settings.

Objective 1: Students will demonstrate competency in techniques needed to perform a variety of moderate to vigorous physical activity.

Objective 2: Students will analyze the empowering consequences of being physically fit (e.g. improved cognition, stamina, confidence).

Presenting Instructional Content, Lesson Structure, and Pacing – *posted essential question(s) or "I can..." statements appropriate for students*

Lesson Starter: Students will perform 4 different warm-up exercises: Jumping jacks, toe touches, sit-ups, & push-ups

Essential Question: What is physical Fitness? What can I Do to stay Fit?

I Can Statement: I Can _____ to stay fit..

Unit Fitness Gram: Introduce the 5 Components of Physical Fitness to Students.

5 Components of The Fitness Gram

- PACER TEST
- Push-up test
- Sit-up Test
- Sit and Reach
- Height and weight

Grouping: Students will be Grouped according to their fitness tiers on the PACER Test.

Direct Teaching: Introduce new ways that students can monitor their own level of fitness and activities that they can participate in their community. (**Whole Group Instruction**).

Teacher Model: I exercise 5 days a week. I participate in extra-curricular activities such as golf and running.

CFU Strategies:

Students will show up appropriate participation in all activities as measured by attendance and teacher observation.

Students will demonstrate good sportsmanship and etiquette by giving classmates at least 2 positive comments during class Time.

Students will demonstrate the value of participating in each activity of the game in PE class.

Independent Practice: Students will demonstrate each skill for the specific Fitness Test and data will be collected.

You Do: I will demonstrate each skill to be performed for the students, then they will perform the skill.

Safety: students will follow all directions by the teacher and perform each test correctly and to the best of their ability.

Equipment: Microphone, Fitness CD, Stereo, Cones, mats.

Thinking and Problem Solving – *opportunities for analytical, practical, creative, and research-based thinking and problem solving*

The students will determine which physical fitness activities they want to engage in in order to stay physically fit. Each student will tell what type of activity they currently participate in or what type of activity they will begin.

Questioning – *planned high quality, purposeful questions to promote higher order thinking*

How will engaging in physical activity help me mentally, physically and emotionally?

How long will it take me to burn 150 calories while walking on the treadmill?

Grouping Students – *systematic grouping of students to promote collaboration, using formal and information assessment data and feedback*

Students will be grouped according to their tier group – ability levels on the PACER Test.

Academic Feedback and Assessment – *high quality oral and written feedback (responses) provided in a timely manner*

Immediate feedback will be assessed as the students perform their tests. Data will be recorded.

Independent Conferencing: I will meet with several students each period (2-3 minutes each). I will choose a different student each day. Discussions may include behavior issues, goals Planning for their future, sports, relationships, or anything the students may wish to talk about..