

## How to Plan a Standards-Based Lesson

1. Unpack standard/grade-level outcome
2. Determine evidence of learning
3. Select assessment tools
4. Determine instructional activities
5. Plan learning sequence and lessons

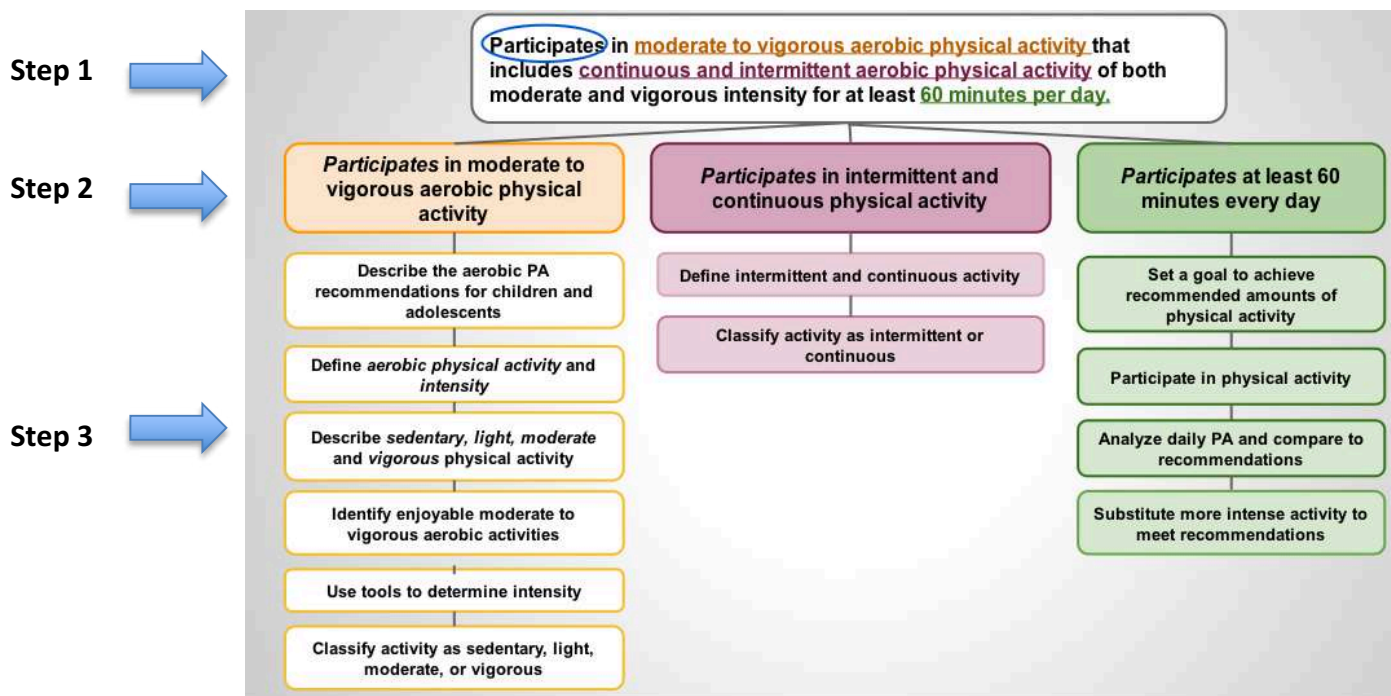
### 1. Unpack the Standard/Grade-Level Outcome

**Step 1:** Circle the verb and underline the content

**Step 2:** Put the content into boxes

**Step 3:** Break down the content into small learning blocks

### Unpacked Standard (National Standards, Grade-Level Outcome, 6<sup>th</sup> Grade)



## 2. Determine Evidence of Learning

*The evidence comes from either standard/grade-level outcome or small learning blocks of the unpacked standard.*

### Evidence that students can:

- **Participate** in moderate to vigorous aerobic physical activity that includes continuous and intermittent aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
  - **Describe** the aerobic physical activity recommendation for children and adolescents
  - **Define** *aerobic, physical activity, intensity, resting heart rate*
  - **Describe** *sedentary, light, moderate, and vigorous* physical activity
  - **Identify** enjoyable moderate to vigorous aerobic activities
  - **Use** tools to determine intensity
  - **Classify** activity as sedentary, light, moderate, or vigorous
  - **Define** *intermittent and continuous*
  - **Classify** activity as intermittent and continuous
  - **Set** a goal to achieve recommended amounts of aerobic PA
  - **Participate** in PA
  - **Analyze** daily PA and compare to recommendations
  - **Substitute** more intense activity to meet recommendations
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## 3. Select Assessment Tools

*An assessment tool is a method used to collect evidence of learning.*

### Formative Assessment Tools (Examples)

#### (Lesson 1)

**Teacher Observation** – During *MVPA Puzzle* activity and *Group Talk* the teacher listens to conversations to see if students can define terms

**Compare Answers** - Students attempt to define terms and compare answers to poster on wall.

**Vocabulary Sticks** – Relay. Students must find popsicle sticks that matches the terms on the sheet. *(The ability of students to correctly match the terms will let the teacher know if students are on track for “defining” terms)*

**Partner talk** - Students get feedback through conversations with partners and comparison of answers to definitions posted on the wall.

## (Lesson 2)

**Game Show** - Students are either the “game show host” or “contestant”. The host asks questions based on information on posted on wall. The contestant attempts to answer the questions. Players switch positions after 3 questions.

**Teacher Observation** – During the PACER/Talk-Test activity the teacher observes students to see if they can use the talk test to identify levels of intensity.

**Give Examples** - The teacher compares student work to criteria to see if they are able to give examples of activities from different intensity levels.

**Quiz Quiz Trade** – Equipment – class set of cards with a question on one side and answer on the other. Students ask each other questions on their cards and attempt to answer. Then they switch cards and repeat process with another partner.

**Physical Activity Log** (Formative and Summative) – Students log minutes MVPA for one week, categorize activity as continuous or intermittent, and calculate totals for each day.

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## 4. Determine Instructional Activities

*Instructional activities should be aligned to the verbs in the small learning blocks and generate feedback to students as often as possible. Many formative assessments also serve as instructional activities.*

### Instructional Activities (Examples)

#### (Lesson 1)

##### **What/Why/How?**

The teacher shares with students *what* they are learning, *why* they are learning it, and *how* they will know they have learned.

##### **MVPA Puzzle, Group Talk, and Compare Answers**

Each student has one piece to a word puzzle. They must find the other 3 pieces to the puzzle and put it together (making groups of 4). Then, students read what it says and discuss what they think the following words mean: *physical activity*, *aerobic*, *moderate physical activity*, and *vigorous physical activity*. When prompted, students check answers with the definitions on the wall.

**60 Minutes MVPA Game** – Teams of 2. Equipment consists of ten cards with a sedentary activity on one side of card and moderate to vigorous activity on the other side. Each card represents 10 minutes of sedentary activity or MVPA. One team flips the cards in the air. The other team separates cards into sedentary and MVPA piles. The goal is to get at least 6 cards with MVPA facing up (representing 60 minutes of MVPA). If too many sedentary cards are

facing up (5 or more), the team must do activity (10 virtual rope jumps, 5 seconds plank, 1 curl-up) to convert each additional sedentary activity into 10 minutes of MVPA.

**Vocabulary sticks** – see description in *Assessment Tools*

**Partner talk** – see description in *Assessment Tools*

## (Lesson 2)

**Game show** – see description in *Assessment Tools*

**PACER with Talk Test**– Students work in pairs. One partner is running the PACER and singing. Using the talk test, the other partner indicates with fingers the intensity level of the activity for the runner (1 = light, 2 = moderate, 3 = vigorous).

**Quiz Quiz Trade** - see description in *Assessment Tools*

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## 5. Plan Learning Sequence and Lessons

### Learning Sequence

Lesson	Learning activities and assessments
<b>Lesson 1</b> <b>Define</b> <i>physical activity, aerobic, intensity, resting heart rate</i>  <b>Describe</b> <i>sedentary, light, moderate and vigorous physical activity.</i>  <b>Describe</b> the daily aerobic physical activity recommendation for children and adolescents	What/Why/How?  MVPA Puzzle, Group talk, and Compare  60 Minutes MVPA card game  Vocabulary sticks  Partner talk
<b>Lesson 2</b> <b>Define</b> <i>physical activity, aerobic, intensity, resting heart rate</i>  <b>Describe</b> <i>sedentary, light, moderate and vigorous physical activity.</i>  <b>Use</b> tools to determine intensity  <b>Classify</b> activities as light, moderate, or vigorous  <b>Identify</b> enjoyable moderate to vigorous aerobic physical activities	Game Show – review vocabulary  What /Why/How?  PACER with Talk Test  Give Examples  Quiz Quiz Trade

<b>Lesson 3</b> <b>Define</b> <i>intermittent</i> and <i>continuous</i> activity  <b>Classify</b> activities as intermittent or continuous  <b>Explain</b> that 40 minutes of daily activity should be intermittent and 20 minutes should be continuous	Jumping Rope with Talk Test  Intermittent/continuous station activity  Give examples
<b>Lesson 4</b> <b>Set</b> a goal to achieve recommended amounts of aerobic PA  <b>Participate</b> in physical activity  <b>Log</b> activity	Intermittent/continuous fitness activities  Analyze activity in sample logs  Peer assessment of fitness logs
<b>Lesson 5</b> <b>Analyze</b> daily PA to see if meeting recommendations  <b>Substitute</b> activity to meet recommended amounts	Scenarios  Self assessment of fitness logs
<b>Lesson 6</b> <b>Submit</b> final log	Students describe fitness logs and results to group. Identify next steps.

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### References

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- Kagan, S. K., & Kagen, M. (2009). *Kagen cooperative learning*. San Clemente, CA: Kagen Publishing.

## Resources

### Unpacking Resources (Books)

#### **Motor Skills**

*National Standards & Grade-Level Outcomes for K-12 Physical Education*

#### **Tactics**

*Teaching Sport Concepts and Skills, A Tactical Games Approach for Ages 7-18* (Mitchell, Oslin, Griffin)

#### **Health Related Fitness Concepts**

*Physical Education for Lifelong Fitness*, 3rd Ed. (Ayers, Sariscsany)

#### **General**

*Concepts and Principles of Physical Education*, 3rd Edition (Mohnson)

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### Standards-based Instruction (Internet)

#### **Joey's Feith's Blog on ThePhysicalEducator.com**

<http://www.thephysicaleducator.com/blog/files/category-unpacking.html>

#### **Phyседagogy Summit 3**

*Outcomes Based Instruction in #Phyсед* - Sarah Gietschier-Hartman, Andy Hair

<http://bit.ly/OutcomesBasedInstructioninPhysEd>

*Teaching Less and Learning More: Effective Planning for Assessment and Evaluation*

Bernie Holland

<http://bit.ly/EffectivePlanningforAssessmentandEvaluation>