

Outcomes: Teaching Performance Expectations (TPE)

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

3.1 Demonstrate knowledge of subject matter, including the California State Standards and curriculum frameworks.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: opportunities for students to support each other in learning

Purpose: The intent of this assignment is to provide you with a practice opportunity to create a teaching and active learning experience for students in grade 3, 4, or 5 for the state-adopted content standards in Health incorporating the Subject-Specific Pedagogy for Health Education.

Overview:

You will select a grade level (3-5) and appropriate state-adopted content standards. Imagine that you have no required text - all you have is standard classroom materials and resources from health and nutrition agencies. You may use resources vetted during the in-class resource activity.

- You must align the lesson objectives with both content and language standards.
- The lesson should detail the elements required to implement according to the [MSMU Lesson Plan Template](#)
- Lesson must address one or more key goals of health education: comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health.
- Plan for how you will monitor for student engagement and learning during the lesson.
- For this practice, you do need to include differentiation for an English Learner – use Ray. ([Ray's bio is linked here.](#)) and a student with special needs – use Jake. ([Jake's bio is linked here.](#))
- You will have 5 minutes to present/discuss your lesson in detail to the class. Include all student handouts, diagrams, or other text items in the submission.
- Use the [Practice Lesson Plan Rubric](#) to self-assess your work.

[Link to State-Adopted Content Standards for Health Education](#)

Health Practice Lesson Planning Rubric
Lesson Plan created on MSMU Lesson Plan Template

Total Points Possible = 10

	2 Points	1.5 to 1 Point	0.5 - 0 Point
Standards/ Topic and Objectives (TPE 3.1)		Identifies appropriate standard(s) related to lesson topic. Objectives are clear and related to standards chosen and measurable	Identifies appropriate standard(s) related to lesson topic. Objectives are related to standards chosen however, unclear and/or are not measurable
Academic Language and Use of Technology (TPE 3.5 & 3.6)	Lesson anticipates need for vocabulary development to assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Supplementary materials are identified including students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.	Lesson anticipates need for vocabulary development and supplementary materials; however, areas of clarification are vague or not relevant	Lesson does not anticipate need for vocabulary development, supplementary materials, or areas of clarification
Instructional Plan – Teacher Presentation (TPE 2.5, 3.3 & 4.4 PE-specific pedagogy)	Clear detailed plan includes appropriate activities to motivate students and the focus of instruction is to support students in one of the key goals of health education. Plan includes appropriate teaching strategies to enhance learning and provide appropriate feedback for students. Plan maintains high expectations for learning with support for all learners.	Plan includes appropriate activities to motivate students and present concept or skill	Plan does not include appropriate activities to motivate students or present concept or skill
Instructional Plan – Student Practice and Application (TPE 1.3 , 3.6 & 4.4 PE-specific pedagogy)	Clear detailed plan includes appropriate class activities that engage student interest and help students demonstrate ability to independently read and comprehend instructional materials that include health related texts and	Plan includes appropriate activities to practice, and apply concept or skill	Plan does not include appropriate activities to practice, and apply concept or skill

	<p>graphic/media representations presented in diverse formats.</p> <p>Students have opportunities and support to write opinion/persuasive or expository text about health.</p>		
<p>Review/ Assessment (TPE 5.2 5.5)</p> <p>Student Self-Assessment (TPE 5.3)</p>		<p>Plan to collect evidence of student learning through the use of appropriate assessment tools. Lesson includes appropriate plan to review and assess – <i>Clear connection between assessment, standards, and objectives</i></p> <p>Support students learning how to assess and maintain a level of physical fitness that improves health and performance</p>	<p>Lesson does not include appropriate plan to review and assess – <i>No clear connection between assessment, standards, and objectives</i></p>
<p>Differentiating Instruction and Rationale (TPE 1.4 & 1.6)</p>	<p>Lesson includes appropriate strategies to differentiate for EL’s and students with special needs (as required by the assignment.) Lesson includes clear and complete reasons for the choices made and how it will make content comprehensible for students</p>	<p>Lesson includes either appropriate strategies to differentiate for EL’s or students with special needs.</p> <p>Lesson includes clear reasons for the choices made and how it will make content comprehensible for students</p>	<p>Lesson does not include appropriate strategies to differentiate for EL’s and/or students with special needs. Lesson does not include clear and complete reasons for the choices made and how it will make content comprehensible for students</p>

Quality of Work: Candidates’ assignments turned in with serious writing errors, including high numbers of typos, will have significant point reductions.

Points: _____

Point reduction: _____

Total Points Earned: _____