

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.

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](#)

[Link to Subject-Specific Pedagogy for Health Education in Multiple Subject Assignment](#)