

<b>Lesson Plan</b> 1 of 8	<b>NYS/NASPE Standards</b>	<b>Teacher Candidates(s):</b> Michael Sorrentino	<b>School:</b> SUNY Cortland	<b>Date:</b> 4/27/2011
		<b>Teaching Style:</b> <input type="checkbox"/> Command <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Reciprocal <input type="checkbox"/> Self-Check <input checked="" type="checkbox"/> Guided Discovery <input type="checkbox"/> Inclusion <input type="checkbox"/> Convergent <input type="checkbox"/> Divergent <input type="checkbox"/> Jigsaw <input type="checkbox"/> Cooperative		<b>Grade:</b> 10th <b># in class:</b> 11
<b>Domains</b>		<b>Objectives (Be sure to include Situation, Task and <u>Criteria</u> for each objective)</b>	<b>Assessment Tool &amp; When it is used</b>	<b>Length of class:</b> 30 mins
Psychomotor	1A / 2	1. By the end of this lesson, students will be able to correctly follow a bearing given to them by the teacher without being reminded how to follow a bearing more than once	Teacher Observation	<b>Unit:</b> Orienteering <b>Focus:</b> Basics:how to hold a compass, how to follow a bearing
Affective	2 / 5	2. Throughout the lesson, and without being prompted more than once, students will help other students who are having trouble with the skills being taught	Teacher Observation	<b>Equipment:</b> 12 compasses, giant demonstration compass, index cards
Cognitive	1A / 1	3. At the end of the lesson, students will be able to score a 90% or better on a test given about basic orienteering concepts and skills	Teacher Assessment	
Safety Statement	2 / 5	4. Throughout the lesson, students will be aware of their surroundings and will behave appropriately to ensure the safety of themselves and the rest of the class	Teacher Observation	<b>References (e.g. pg #/website):</b>
<b><u>NYS Learning Standards</u></b> 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			<b><u>NASPE Content Standards</u> – A physically educated person:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	

<b>What is the ongoing fitness theme or emphasis in this lesson?</b>			
<b>Health-related Fitness (HRF)</b> <u>NYS LS 1B</u> <input checked="" type="checkbox"/> Cardiovascular endurance <input type="checkbox"/> Muscular strength <input type="checkbox"/> Muscular endurance <input type="checkbox"/> Flexibility <input type="checkbox"/> Body composition	<b>Explain how it is developed and where in the lesson it occurs:</b> Cardiovascular endurance is developed during the instant activity while students are doing different movement patterns across the gym	<b>Skill-related Fitness (SRF)</b> <u>NYS LS 1A</u> <input type="checkbox"/> Balance <input type="checkbox"/> Coordination <input type="checkbox"/> Agility <input type="checkbox"/> Reaction time <input type="checkbox"/> Speed <input checked="" type="checkbox"/> Power	<b>Explain how it is developed and where in the lesson it occurs:</b> Developed during activity #2 when the students are doing different exercises at each station.
	(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)		(i.e. Concepts taught, goals, FITT, etc.)

Lesson Components	Time (mins)	Organization & Transitions	Description	Adaptations Assessments, Reminders
Instant Activity	3	S S S S S T S S S S S	The 4 walls of the gym marked either N, S, E, or W to represent the 4 cardinal directions. Teacher stands in the middle of the gym with all the students standing around them. The teacher will yell out a movement pattern and a cardinal direction and the students need to do the specified movement pattern to the specified wall.	
Introduction, Signal for Attention, Hook	3	T SSSSS SSSSS	Hello class, my name is Mr. Sorrentino and I'm going to be your physical education teacher for today and today we're going to be starting our orienteering unit. Orienteering is when you travel across unknown terrain using a map and a compass to guide you. Orienteering is an essential skill for if you're ever in the wilderness and it's important to know in case of an emergency where you may find yourself in the wilderness. There is also a competitive form of orienteering, in which competitors race through the wilderness towards a finish line while stopping at checkpoints along the way. Today we're just going to go over the basics of orienteering and next class we'll get into more advanced skills. My signal for attention today is going to be my whistle, so if you hear it, stop what you're doing and listen for further instruction.	
Demonstration	5	T SSSSS SSSSS	<p>Cardinal Directions</p> <ul style="list-style-type: none"> <li>-N,S,E,W</li> <li>-Never Eat Soggy Waffles</li> </ul> <p>Parts of the compass</p> <ul style="list-style-type: none"> <li>-compass needle (Red Fred)</li> <li>-direction of travel arrow</li> <li>-turnable compass housing</li> <li>-orienting arrow (Shed)</li> <li>-degrees</li> </ul> <p>Using the Compass</p> <ul style="list-style-type: none"> <li>-turn compass housing so that desired direction and degrees (bearing) are even with direction of travel arrow</li> <li>-Put Red Fred in the Shed (make sure he points North)</li> </ul> <p>Pacing</p> <ul style="list-style-type: none"> <li>-2 steps=1 pace</li> <li>-to find your pace, take 2 normal steps and measure how far you travel</li> <li>-Ex. If I travel 5 feet when I take 1 pace forward, and my target is 50 feet away, how many paces will I have to take to get to my target?</li> </ul>	
			<b>Teaching Progressions</b> – Show some of the major tasks/activities listed on your <a href="#">Activity Progression Worksheet</a> within the selected level of (PC/C/U/P) for the class. Be sure to include some alternate modifications to make the tasks easier or harder according to the skill level of the students.	

			<b>Tasks</b> (Extensions) - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i>	<b>Cues</b> (Refinements) – Simple secrets to improve performance. <i>E.g. Low to high</i>	<b>Challenges</b> (Applications) - More game-like chances to practice the same tasks at the same difficulty level. <i>E.g. In 90 seconds, see how many times you can hit the ball to your partner over the net.</i>	
Body of Lesson (Lesson Focus)	3	T S S S S S S	1. Students split up into partners and measure each others steps to determine pace length	1.	1.	Easier - Harder -
	10	Students in groups in middle of gym	2. Students broken up into 3 groups of 3 and 1 group of 2. Each group given a team symbol (stars, smiley face, circle, square, etc). Groups start in the middle of the gym and are each given a bearing to follow as well as a movement pattern. One person from each group takes the compass and follows the bearing given to them while doing the specified movement pattern. When they get to their destination, they must find the index card with their symbol on it and open it. It will contain an exercise, and a bearing for the next person to follow. The person does their exercise and then returns to the group. The next person in the group then takes the new bearing and goes off to find the destination.	2. Put Red Fred in the Shed	2.	Easier - Harder - While the one member from each group is off following their bearing, the rest of the students in the center of the gym take turns turning over index cards. Whatever exercise is on the index card, the entire group of students in the middle of the gym have to do. After they complete the exercise, they flip the card back over, mix it in with the others, and repeat
			3.	3.	3.	Easier - Harder -
			4.	4.	4.	Easier - Harder -
			5.	5.	5.	Easier -

						Harder -
Activity close (Optional)	5	T SSSSS SSSSS	Written test on using the compass, parts of the compass, cardinal directions, pacing, and following a bearing			
Lesson Closure, Hook to Next Lesson	1	T SSSSS SSSSS	Good job today class. Next class we're going to continue our orienteering unit and we're going to do a longer more advanced orienteering course.			
Evaluation of Lesson	<i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i>  <i>Post-planning: "Assessment Drives Teaching:" future needs based on assessment results</i>  <i>Teacher Reflection Notes:</i>					