Grade: 9	Subject: The Mile Run
Materials: - **Stopwatch**	**Technology Needed: Chromebooks**

Instructional		Guided Practices and Concrete Application:	
Strategies: ☐ **Direct instruction**	☐ Peer teaching/collaboration/ cooperative learning	☐ Large group activity ☐ **Independent activity** ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain:	☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic
☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list)	☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling		

Standard(s)	Differentiation
S1. H3. L1- Demonstrates competency in one or more specialized skills in fitness activities. **S3. H8. L1**- Relates physiological responses to individual levels of fitness and nutritional balance.	**Below Proficiency:** - **Students fail to complete or are very far off their goal time** **Above Proficiency:** - **Students complete the mile in a faster time than their goal time** **Approaching/Emerging Proficiency:** - **Students complete the mile before or near the goal time** **Modalities/Learning Preferences:** - **Students that are unable to complete the mile due to injury or another circumstance will…**
Objective(s) - **Students will complete the mile run/walk** - **Students will give effort to complete the run/walk in a timely manner** - **Students will attempt to complete the full mile** **Bloom's Taxonomy Cognitive Level: Apply**	

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)
- Students are partnered up during the run - **One student runs/walks the mile** - **The other student times the person** - **After the individual completes the mile, the student enters their time into a database and then will compare their time to the healthy fitness level goal time(s)**	- **Students will participate in the mile run/walk** - **Students will stay on task and not disrupt other students running** - **Students will be encouraging and cheer on their classmates during their runs**

Minutes	Procedures
2-3 mins	**Set-up/Prep:** - **The students will be allowed to change into their gym clothing and then sit in their spots for attendance and further instruction** -
5 mins	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** - **Students will warm-up and prepare to begin the lesson**
3 mins	**Explain: (concepts, procedures, vocabulary, etc.)** **Rules:** - **Explain that the students are to run the mile, time your partner, enter the time, and finally compare the data to the healthy fitness level.** - **Explain that the students will complete 10 laps on the track above the gym and will be timed.**

	- **After they are finished with their run, they will recover and wait for their other classmates to complete their runs.**
25-30 mins	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** - **The students will run/walk the mile and work with their partners when inputting the data**
2 mins	**Review (wrap up and transition to next activity):** - **Review what went well with the lesson and what did not go well** - **Allow for sufficient time for the students to change back into school clothes**

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. - **Monitor students throughout the run** - **Observing individual effort** - **Encourage students** **Consideration for Back-up Plan:** N/A	End of lesson: Review the times that were entered into the program and discuss why this skill is something that is valuable for their lifetime.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):