# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

a. Describe the central focus and purpose of the content you will teach in the learning segment.

[ ]

b. Given the central focus, describe how the standards and learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to

* movement patterns,
* performance concepts, and/or
* health-enhancing physical fitness.

[ ]

c. Explain how your plans build on each other and include tasks that develop the student competencies described above while making connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[ ]

d. Explain how you will structure the learning environment to be **both emotionally and physically safe**.

[ ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

a. Prior academic learning and/or prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[ ]

b. Personal and community assets related to the central focus—**What do you know about your students’ everyday experiences, backgrounds, practices, and interests?**

[ ]

## 3. Supporting Students’ Physical Education Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition,** **use principles from research and/or theory to support your justifications.**

a. Justify how your understanding of your students’ prior academic learning and/or prerequisite skills and personal and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. Be explicit about the connections between the learning tasks and students’ prior academic learning and/or prerequisite skills, their assets, and research/theory.

[ ]

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

[ ]

c. Describe common student errors or misunderstandings within your central focus and how you will address them.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[ ]

## 4. Supporting Physical Education Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function**. Using information about your students’ language assets and needs, identify **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate to your learning segment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Analyze | Compare | Evaluate | Sequence | Signal | Summarize |

[ ]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use to successfully participate in the learning task:

* Vocabulary/symbols
* **Plus** at least one of the following:
* Grammatical structures (syntax)
* Written, visual, or verbal communication

[ ]

d. **Language** **Development Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.

* Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function; vocabulary/symbols; grammatical structures [syntax]; or written, visual, or verbal communication).

[ ]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how the assessments **throughout** the learning segment will provide direct evidence of students’ development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[ ]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[ ]