



## 9-12 Physical Education — Weekly Lesson Plan

GRADE LEVEL

9-12

SUBJECT

Physical Education

WEEK OF

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### Unit Overview

This weekly Physical Education plan covers personal-fitness plan: cardiovascular, strength, and flexibility for 9-12 students, aligned to SHAPE America S3.H10.

### Standards Alignment

SHAPE America S3.H10

### Global Standards Mapping

**United States:**

SHAPE America S3.H10

**United Kingdom:**

Key Stage 4–5 (Years 10–13, GCSE / A-Level)

**Australia / NZ:**

Years 9–12 (AC v9.0) · NCEA Levels 1–3

**IB Programme:**

MYP Years 4–5 + DP / Career-Related Programme

**Canada (Ontario):**

Ontario Senior Division (Grades 9–12)

**Singapore / India:**

MOE Secondary 3–5 / JC · CBSE Classes 9–12

*EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only*

### Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

# Session 1

9-12 Physical Education — Weekly Lesson Plan

## Learning Objective

Students will engage with personal-fitness plan: cardiovascular, strength, and flexibility at a 9-12 level — session 1 focus area.

## Standards Alignment

SHAPE America S3.H10

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to personal-fitness plan: cardiovascular, strength, and flexibility; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 2

9-12 Physical Education — Weekly Lesson Plan

## Learning Objective

Students will engage with personal-fitness plan: cardiovascular, strength, and flexibility at a 9-12 level — session 2 focus area.

## Standards Alignment

SHAPE America S3.H10

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to personal-fitness plan: cardiovascular, strength, and flexibility; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 3

9-12 Physical Education — Weekly Lesson Plan

## Learning Objective

Students will engage with personal-fitness plan: cardiovascular, strength, and flexibility at a 9-12 level — session 3 focus area.

## Standards Alignment

SHAPE America S3.H10

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to personal-fitness plan: cardiovascular, strength, and flexibility; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 4

9-12 Physical Education — Weekly Lesson Plan

## Learning Objective

Students will engage with personal-fitness plan: cardiovascular, strength, and flexibility at a 9-12 level — session 4 focus area.

## Standards Alignment

SHAPE America S3.H10

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to personal-fitness plan: cardiovascular, strength, and flexibility; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 5

9-12 Physical Education — Weekly Lesson Plan

## Learning Objective

Students will engage with personal-fitness plan: cardiovascular, strength, and flexibility at a 9-12 level — session 5 focus area.

## Standards Alignment

SHAPE America S3.H10

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to personal-fitness plan: cardiovascular, strength, and flexibility; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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