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| **Grade Level** Personal Fitness | **Teacher/Room**: Nelson **Week 4**: Apr 17 – Apr 21, 2017 |
| **Unit Vocabulary: Muscular strength, anabolic steroids, isometric exercise, isotonic exercise, plyometrics, calisthenics,**  |
| **Instructional Strategies Used: lecture, demonstration, and model** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**PEHS 3-6** | **Common Core Standard(s)**:**PEHS 3-6** | **Common Core Standard(s)**: **PEHS 3-6** | **Common Core Standard(s)**: **PEHS 3-6** | **Common Core Standard(s)**: **PEHS 3-6** |
| **EQ Question:**What is muscular strength? | **EQ Question:**How do you change from muscular strength to endurance? | **EQ Question:**What is the Confusion Principle? | **EQ Question:**What is plyometrics?What is Circuit Training? | **EQ Question:**What are lifetime activities? |
| **Mini Lesson:** Discuss Max heart rate, Target Heart rate**Activating Strategies:**Practice resting, max, Target Heart rate Dragon Mile **Resource/Materials:**Outdoor track. Practice for 6 min run test dragon mile  | **Mini Lesson:** Discuss weight room rules and demonstrated proper workout add goblet squats**Activating Strategies:**Turn and talk-tell partner proper procedures for weight lifting**Resource/Materials:**Weight training Fitnessgram Ht/Wt | **Mini Lesson:** Review Terms on board**Activating Strategies:**Practice Target and Max Heart rate**Resource/Materials:**Track practice for 6 min run test( dragon mile) fitnessgram- sit and reach | **Mini Lesson:** Review Weight room rules and lifting techniques**Activating Strategies:**Ask question, have students demonstrate understanding by participating**Resource/Materials:**  | **Mini Lesson:** 6-minute run test Game day**Activating Strategies:**Participate in games during active rest**Resource/Materials:** New gym |
| **Differentiation:***Each is individualized*The individual student's IEP accommodations will be addressed as needed. | **Differentiation:***Each is individualized*The individual student's IEP accommodations will be addressed as needed. | **Differentiation:**Grouping with even boys and girlsThe individual student's IEP accommodations will be addressed as needed.Students will receive individual assistance when needed. | **Differentiation:**After circuits will choose activity of interestThe individual student's IEP accommodations will be addressed as needed.Students will receive individual assistance when needed. | **Differentiation:**Will choose activity of interest The individual student's IEP accommodations will be addressed as needed.Students will receive individual assistance when needed. |
| **Assessment :****Verbal questions and answers** | **Assessment:****Performance based and observation** | **Assessment:****Participation** | **Assessment:****Participation** | **Assessment:** **Participation** |
| **Homework:** Perform a fitness activity at least 30 minutes | **Homework:** Perform a fitness activity at least 30 minutes | **Homework:** Perform a fitness activity at least 30 minutes | **Homework:**  Perform a fitness activity at least 30 minutes | **Homework:**Perform a fitness activity at least 30 minutes |

Resources and Reflective Notes: