|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 girls  The individual student's IEP accommodations will be addressed as needed.  Students will receive individual assistance when needed. | **Differentiation:**  After circuits will choose activity of interest  The 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: