A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Tuesday, 09/03/2024 through Friday, 09/06/2024

**EDUCATOR’S NAME:** \_Neal, Grant, Carruth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_Physical Education / Lifetime Wellness\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Fitness Gram Test**  **Unit: Fitness Testing**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Sit and Reach Test** | **Pacer Testing** | **Push-Ups & Sit-Ups** | **Shuttle Run** | **Review Day** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | **7.1 Physical Fitness: Demonstrate the ability to assess personal fitness levels in the components of health-related fitness.** | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | **I CAN** assess my personal flexibility through the Sit and Reach Test. | **I CAN** assess my personal cardiovascular endurance through Pacer Testing. | **I CAN** assess my personal arm and shoulder strength through Push-Up & Sit-Ups. | **I CAN** assess my personal agility and balance through Shuttle Run. | **I CAN** recognize the 5 components of Health-Related Fitness. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | * Students might incorrectly assess their flexibility due to improper stretching techniques. | * Students may not pace themselves correctly, leading to inaccurate endurance assessment. | * Students might not use the correct form, leading to inaccurate strength assessment. | * Students might not use the correct form, leading to inaccurate agility and balance assessment. | * Students may confuse the different components of health-related fitness. |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | * Students will stretch and prepare for the Sit and Reach Test while waiting for roll call. | * Students may not pace themselves correctly, leading to inaccurate endurance assessment. | * Students will warm up and prepare for Push-Up & Sit-Ups while waiting for roll call. | * Students will warm up and prepare for Shuttle Run while waiting for roll call. | * Students will review their scores from the week while waiting for roll call. |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * **Do Now:** (5 min) Warm-up for testing. * **Intro:** (10 mins) Discuss the importance of cardiovascular endurance and Pacer Testing. * **Class Production:** (35 mins) Conduct Pacer Testing, students record their scores. * **Closure:** (5 mins) Compare scores to state standards. | * **Do Now:** (5 min) Warm-up for testing. * **Intro:** (10 mins) Discuss the importance of cardiovascular endurance and Pacer Testing. * **Class Production:** (35 mins) Conduct Pacer Testing, students record their scores. * **Closure:** (5 mins) Compare scores to state standards. | * **Do Now:** (5 min) Warm-up for testing. * **Intro:** (10 mins) Discuss the importance of muscular strength and Push-Up & Sit-Ups. * **Class Production:** (35 mins) Conduct Push-Up & Sit-Ups, students record their scores. * **Closure:** (5 mins) Compare scores to state standards. | * **Do Now:** (5 min) Warm-up for testing. * **Intro:** (10 mins) Discuss the importance of agility and balance and Shuttle Run. * **Class Production:** (35 mins) Conduct Shuttle Run, students record their scores. * **Closure:** (5 mins) Compare scores to state standards. | * **Do Now:** (5 min) Review scores. * **Intro:** (10 mins) Discuss the 5 components of Health-Related Fitness. * **Class Production:** (35 mins) Review the week’s tests and discuss strategies for improvement. * **Closure:** (State one thing you learned from Health related fitness lesson) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Review the importance of flexibility and the correct technique for the Sit and Reach Test.** | **Review the importance of cardiovascular endurance and the correct technique for Pacer Testing.** | **Review the importance of muscular strength and the correct technique for Push-Up & Sit-Ups.** | **Review the importance of agility and balance and the correct technique for Shuttle Run.** | **Review Health related fitness terms.** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Demonstrate proper stretching techniques and guide students through the Sit and Reach Test.** | **Demonstrate proper pacing techniques and guide students through Pacer Testing.** | **Demonstrate proper techniques for Push-Up & Sit-Ups and guide students through the tests.** | **Demonstrate proper techniques for Shuttle Run and guide students through the test.** | **Discuss the importance of Health-Related Fitness.** |
| **End of the lesson**  You Do  **Science:** Evaluate | **Students will perform the Sit and Reach Test independently and record their scores.** | **Students will perform Pacer Testing independently and record their scores.** | **Students will perform Push-Up & Sit-Ups independently and record their scores** | **Students will perform Shuttle Run independently and record their scores.** | **Students will work together in groups and come up with two questions that they need clarity on concerning the lesson(s).** |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Students write a reflection on how their flexibility affects their overall fitness and compare their results with state standards.** | **Students write a reflection on how cardiovascular endurance affects their overall fitness and compare their results with state standards.** | **Students write a reflection on how muscular strength affects their overall fitness and compare their results with state standards.** | **Students write a reflection on how agility and balance affect their overall fitness and compare their results with state standards.** | ***Students will compare questions and write out the best way to answer***. |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Provide alternative stretching exercises if necessary and offer visual demonstrations.** | **Provide alternative pacing strategies if necessary and offer visual demonstrations.** | **Provide alternative strength exercises if necessary and offer visual demonstrations.** | **Provide alternative agility exercises if necessary and offer visual demonstrations.** | **Provide alternative ways to help students see and read the review questions.** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Pair ESL students with an English-speaking peer and use visual aids for the test instructions.** | **Pair ESL students with an English-speaking peer and use visual aids for the test instructions.** | **Pair ESL students with an English-speaking peer and use visual aids for the test instructions.** | **Pair ESL students with an English-speaking peer and use visual aids for the test instructions.** | **Provide ESL students wit a copy of vocab in Espanol.** |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Formative assessment based on students’ ability to perform the Sit and Reach Test correctly and their recorded scores.** | **Formative assessment based on students’ ability to perform Pacer Testing correctly and their recorded scores.** | **Formative assessment based on students’ ability to perform Push-Up & Sit-Ups correctly and their recorded scores.** | **Formative assessment based on students’ ability to perform Shuttle Run correctly and their recorded scores.** | **N/A** |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Reteach the proper stretching techniques as needed for students who struggled with the test.** | **Reteach proper pacing techniques as needed for students who struggled with the test.** | **Reteach proper techniques for Push-Up & Sit-Ups as needed for students who struggled with the test.** | **Reteach proper techniques for Shuttle Run as needed for students who struggled with the test.** | **Reteach Importance of Health-Related Fitness** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Encourage students who finish early to help peers or attempt to improve their scores.** | **Encourage students who finish early to help peers or attempt to improve their scores** | **Encourage students who finish early to help peers or attempt to improve their scores.** | **Encourage students who finish early to help peers or attempt to improve their scores.** | **Encourage students to discuss health and fitness with peers.** |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Use a projector to display state standards and flexibility exercises.** | **Use a projector to display state standards and pacing techniques.** | **Use a projector to display state standards and strength exercises.** | **Use a projector to display state standards and agility exercises**. | **Use a Projector to display detailed videos of Health-Related Fitness Terms.** |

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| **IN THE FOLLOWING PAGES:**  **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** | | | | | |
| **ALL SCIENCE (S):**  What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?   1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** |
| **ALL SCIENCE (S):**  ***(Multiple opportunities to engage in science, Makes since of science content)***  What is yourplan to incorporate technology while incorporating the 5E instructional model?  **SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**  Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.   * Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075) * Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or   YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba Sisters  Nearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**  What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:**  What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:**  Components of the  textbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:**  What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:**  What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):**  What text(s) will be used for each phase of gradual release of responsibility?  **TEACHER PLANS:** Phases of gradual release.  Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):**  High-Quality Texts:  **Core Action 1**  Focus each lesson on a high-quality text (or multiple texts).  Text-Specific Questions:  **Core Action 2**  Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |