

<b>Weekly Lesson Plan</b>					
<b>Teacher:</b> N. Bray		<b>Subject:</b> Fitness & Conditioning I		<b>Week:</b> September 19, 2011	
	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Focus Activity:</b> (Do this now) 5 to 7 minutes</p>	Students will participate in a Heart Warm-Up to increase the body temperature and increase heart rate.	Students will participate in a Heart Warm-Up to increase the body temperature and increase heart rate.	Students will participate in a Heart Warm-Up to increase the body temperature and increase heart rate.	Students will participate in a Heart Warm-Up to increase the body temperature and increase heart rate.	I WILL BE ABSENT TODAY! Students will complete a quick application of the 3 parts of a workout by deciding which part each statement relates to: warm-up, exercise, or cool-down.
<p><b>Learning Objectives(s):</b> (Today you will learn)</p>	<p>Can I improve the level of intensity in today's cardio workout so I can improve my personal cardiovascular endurance?</p> <p><b>STANDARDS ADDRESSED:</b> 1.1.1 - Demonstrate basic motor skills in fitness activities. 3.1.2 - Participate in developmentally appropriate aerobic and anaerobic exercises. 3.1.3 - Engage in proper warm-up and cool-down procedures.</p>	<p>How flexible are my shoulders, back, hips, and hamstrings? Am I in the Healthy Fitness Zone for flexibility? What are some goals I can set to improve my flexibility? Why are these assessments important for me and what will I do with the results?</p> <p><b>STANDARDS ADDRESSED:</b> 3.1.3 - Engage in proper warm-up and cool-down procedures. 4.3.2 - Use results of fitness assessments to guide changes in a personal program of fitness activities.</p>	<p>How many curl-ups, push-ups, and pull-ups can I do without stopping? Why are these assessments important for me and what will I do with the results? Am I in the HFZ for muscular endurance?</p> <p><b>STANDARDS ADDRESSED:</b> 3.1.3 - Engage in proper warm-up and cool-down procedures. 4.3.2 - Use results of fitness assessments to guide changes in a personal program of fitness activities.</p>	<p>How long can I perform the flexed arm hang? Why are these assessments important for me and what will I do with the results? What are some goals I can set to improve my muscular endurance?</p> <p><b>STANDARDS ADDRESSED:</b> 3.1.3 - Engage in proper warm-up and cool-down procedures. 4.3.2 - Use results of fitness assessments to guide changes in a personal program of fitness activities.</p>	<p>What are the five health-related components of fitness and how does each relate to my fitness?</p> <p><b>STANDARDS ADDRESSED:</b> 4.2.5 - Identify and define concepts of health-related physical fitness.</p>
<p><b>Instructional Strategies:</b> 30 minutes</p> <p><b>Strategy #1</b></p>	Students will participate in a Goofiness (video guided) workout (cardio) today to build and improve cardiovascular endurance. We will hopefully be able to workout between 20-30 continuous minutes today.	Students will select a partner to work with for today's assessments. Each student will get their packet, a clipboard, and a pencil. I will lead students in light stretching to loosen up the shoulders, back, hips, and hamstrings.	Students will select a partner to work with for today's assessments. Each student will get their packet, a clipboard, and a pencil. I will lead students in light stretching to loosen up the shoulders, back, hips, and hamstrings.	Students will select a partner to work with for today's assessments. Each student will get their packet, a clipboard, and a pencil. I will lead students in light stretching to loosen up the shoulders, back, hips, and hamstrings.	Students will record information from teacher-created concept maps into their 5-Tab foldable.
<p><b>Strategy #2</b></p>	No transitions will be used today.	I will then read the instructions for each assessment aloud as partners perform the test and record their results. Students will be guided to refer to the Healthy Fitness Zone (HFZ) charts to determine if they fall in the HFZ.	I will then read the instructions for each assessment aloud as partners perform the test and record their results. Students will be guided to refer to the Healthy Fitness Zone (HFZ) charts to determine if they fall in the HFZ.	I will then read the instructions for each assessment aloud as partners perform the test and record their results. Students will be guided to refer to the Healthy Fitness Zone (HFZ) charts to determine if they fall in the HFZ.	Students will record their vocabulary terms and definitions into their notebook.

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<p><b>Accommodations:</b> See attachment</p>	<p>Any student who needs rest time will be allowed to stop for a break when needed.</p>	<p>Teacher or TA will assist students on an as needed basis. Teacher will provide students with a copy of the test procedures and have copies in poster size on the wall.</p>	<p>Teacher or TA will assist students on an as needed basis. Teacher will provide students with a copy of the test procedures and have copies in poster size on the wall.</p> <p>Students who are not strong enough to perform at least one push-up will be allowed to perform the assessment on their knees and overweight students will be allowed to measure their muscular endurance on the bench press. Students who are not strong enough to perform the curl-up at least one time will be allowed to have their partner hold their feet during the test. Students who are not strong enough to perform at least one pull-up will be allowed to have a partner hold their feet or do the pull-up on a lowered bar with their feet on the floor.</p>	<p>Teacher or TA will assist students on an as needed basis. Teacher will provide students with a copy of the test procedures and have copies in poster size on the wall.</p>	<p>Students who need help with have the assistance of my Teacher Assistants.</p>
<p><b>Modifications:</b> See attachment</p>	<p>V. Williams (4th) has recently had pins removed from his ankle and will be asked to do what he can and stop if he feels and pain. He will be allowed to pull himself out of the activity.</p>	<p>No known modifications needed. Students who are unable to perform one of more of the assessments will not be required to perform them and if possible will be given a different task if applicable.</p>	<p>No known modifications needed. Students who are unable to perform one of more of the assessments will not be required to perform them and if possible will be given a different task if applicable.</p>	<p>No known modifications needed. Students who are unable to perform one of more of the assessments will not be required to perform them and if possible will be given a different task if applicable.</p>	<p>Students who are unable to complete the assignment, will not be required to do the foldable, just record the vocabulary.</p>
<p><b>Independent Practice/ Homework:</b></p>	<p>Students will practice as a group, using a partner every other session and follow along with the video.</p>	<p>Students will be guided through each assessment because we are establishing a baseline to compare future results and students need to know how to perform the assessments properly.</p>	<p>Students will be guided through each assessment because we are establishing a baseline to compare future results and students need to know how to perform the assessments properly.</p>	<p>Students will be guided through each assessment because we are establishing a baseline to compare future results and students need to know how to perform the assessments properly.</p>	<p>Students will complete a crossword puzzle using the vocabulary terms and definitions from class. Vocabulary terms can also be found on our class website if students need additional support.</p>

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<p><b>Assessments &amp; Evaluations</b></p>	<p>I will observe students perform the cardiovascular workout today and note student progress. This will be our 3rd time to perform Geofitness workout.</p>	<p>Assessment results will be recorded by the students as well as the teacher. Results will be used to set goals to guide student individual workouts moving forward.</p>	<p>Assessment results will be recorded by the students as well as the teacher. Results will be used to set goals to guide student individual workouts moving forward.</p>	<p>Assessment results will be recorded by the students as well as the teacher. Results will be used to set goals to guide student individual workouts moving forward.</p>	<p>Students will apply what they have learned about the parts of a workout in the Focus Activity at the start of class. This formative assessment will allow me to see the depth of student understanding related to the 3 parts of a workout.</p>
<p><b>Closure:</b> (Ticket out the Door) <b>10 minutes</b></p>	<p>How many parts of a workout are there? Who can tell me the first part of a workout and why it is important? Who can tell me the second part of a workout? Who can tell me the last part of a workout and why it is important?</p>	<p>What is flexibility? Why is flexibility important? Why are we measuring our personal level of flexibility? Which health-related component of fitness allows you to move a joint throughout its entire range of motion?</p>	<p>Why are these assessments important for me and what will I do with the results? Who can name the health-related component of fitness that allows your muscles to keep working for a long time? Who can give me some examples of activities that require muscular endurance?</p>	<p>GIVE ME FIVE! - List 5 things you learned this week that you did not know before the lessons.</p>	<p>The substitute will not be asked to perform a closure with students.  She/He will be asked to remind students about their homework assignment and to complete their 5-Tab foldable for their quiz on Monday.</p>