

Unit Title:	Throwing Games, Weights, Health 1
Unit Vocabulary:	Throwing, reps, sets, calories. Big gym: Motor: MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: How to dribble a soccer ball with proficient form. (Standard 1) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Cognitive: MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in a movement form. (Standard 2) Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. Affective: MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits. Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. Small Gym: Motor: Motor: MS.I.5.3: Identify and participate in enjoyable activities that promote social interaction or self-expression. (Standard 5) Cognitive: MS.N.2.5: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball. (Standard 2). Affective: MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting. (Standard 2) Classroom: Classroom: MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity (Standard 5)

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	Learning Target <i>(All Teachers)</i>	Instructional Plan <i>(Core Teacher)</i>	Differentiation <i>(ELA/Math Inclusion Teacher)</i>	Teacher Tips & Notes <i>(All Teachers)</i>
M O N	Big Gym: Motor: TSWBAT correctly dribble the object with correct form in the gym, by the end of class and/or use this skill in a game.(Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2).	Opening Strategy: - Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. - Classroom: Warm up: Question: “What were a couple of things we learned last time you were here?” Core Lesson Activities: Bradshaw: Students will start on their health assignment summary outlined in Google classroom. while other students make-up pacer tests. Moore: health lessons/ make up testing for push up and sit up tests. Summarizing Activity: - Big Gym: - Describe what were my learning cues of the motion today? - synthesize why physical activity is so important to mental and physical health by word of mouth. - Weight room/small gym: - How can we use this outside of school in the world? - Apply past concepts; why is safety so important and what are some examples of using safety here?	SWD Differentiation Strategy: - Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations. Inclusion Teacher Role: - Teacher will further assist students with read alouds or extra support if needed.	

	Small Gym: motor: TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5). affective: TSWBAT explain how they can use this outside of school, by word of mouth, in the gym, by the end of class. (standard 2).	<u>Bradshaw- big gym</u> • Begin soccer: dribbling/shooting • go over dribbling and shooting technique • Dribble knockout (everyone has a soccer ball, dribbling around gym, trying to kick out someone else's ball, if ball gets knocked out= go to edge of gym and do exercise or juggle ball) • Soccer board game (4 teams at each goal with a goalie, hula hoops in middle, each team has a game piece (cone), shoot goal from blue line to move your team's piece or another team's piece backwards, have to dribble ball to hula hoops to move piece)		
T U E	Big Gym: Motor: TSWBAT correctly dribble the object with correct form in the gym, by the end of class and/or use this skill in a game. (Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical	<u>Opening Strategy:</u> • Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. <u>Core Lesson Activities:</u> Bradshaw: in weight room: Students will start on their health assignment summary outlined in Google classroom. while other students make-up pacer tests. Moore: Big Gym: Begin Soccer: Focus on dribbling and shooting	<u>SWD Differentiation Strategy:</u> • Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations. <u>Inclusion Teacher Role:</u> • Teacher will further assist students with read alouds or extra support if needed.	

	elements/cues of the skill in the gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). Small Gym: motor: TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5). affective: TSWBAT explain how they can use this outside of school, by word of mouth, in the gym, by the end of class. (standard 2).	• We start by playing Dribble Knockout: (everyone has a soccer ball, dribbling around gym, trying to kick out someone else's ball, if ball gets knocked out= go to edge of gym and do exercise or juggle ball) • Then we play board game soccer: (4 teams at each goal with a goalie, hula hoops in middle, each team has a game piece (cone), shoot goal from blue line to move your team's piece or another team's piece backwards, have to dribble ball to hula hoops to move piece) <u>Summarizing Activity:</u> • Big Gym: • Describe what were my learning cues of the motion today? • synthesize why physical activity is so important to mental and physical health by word of mouth. • Weight room/small gym: • How can we use this outside of school in the world? • Apply past concepts; why is safety so important and what are some examples of using safety here?	•	
WE	Big Gym:	<u>Opening Strategy:</u> • Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches.	<u>SWD Differentiation Strategy:</u>	

D	Motor: TSWBAT correctly dribble the object with correct form in the gym, by the end of class and/or use this skill in a game.(Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). Small Gym: motor:TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5).	<u>Core Lesson Activities:</u> Bradshaw: Big Gym: ● Review soccer rules ● Focus on passing and trapping technique ● Passing relay ● Ultimate soccer (try to go outside if possible): 2 games on each side of field/gym (4 teams), players have to pass the ball to move it down the field and try to shoot and score, no dribbling soccer ball Moore: Weight room: We will be running the mile to work on our cardiovascular endurance (Depending on weather). We will learn about heart rates effect on your health and we will be timing each mile time to set future goals for improvement. <u>Summarizing Activity:</u> ● Big Gym: ● Describe what were my learning cues of the motion today? ● synthesize why physical activity is so important to mental and physical health by word of mouth. ● Weight room/small gym: ● How can we use this outside of school in the world? ● Apply past concepts; why is safety so important and what are some examples of using safety here?	● Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations. <u>Inclusion Teacher Role:</u> ● Teacher will further assist students with read alouds or extra support if needed.	
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	affective: TSWBAT explain how they can use this outside of school, by word of mouth, in the gym, by the end of class. (standard 2).			
T H U	Big Gym: Motor: TSWBAT correctly dribble the object with correct form in the gym, by the end of class and/or use this skill in a game.(Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). Small Gym:	<u>Opening Strategy:</u> - Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. <u>Core Lesson Activities:</u> Bradshaw: weight room workout stations - Squats - Step ups - Plate press on bench - Curl ups - Ab machine Moore: Ultimate soccer (try to go outside if possible): 2 games on each side of field/gym (4 teams), players have to pass the ball to move it down the field and try to shoot and score, no dribbling soccer ball <u>Summarizing Activity:</u> - Big Gym: - Describe what were my learning cues of the motion today? - synthesize why physical activity is so important to mental and physical health by word of mouth. - Weight room/small gym: - How can we use this outside of school in the world?	<u>SWD Differentiation Strategy:</u> - Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations. <u>Inclusion Teacher Role:</u> - Teacher will further assist students with read alouds or extra support if needed.	

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F R I	Big Gym: Motor: TSWBAT correctly dribble the object with correct form in the gym, by the end of class and/or use this skill in a game.(Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the	<u>Opening Strategy:</u> - Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. <u>Core Lesson Activities:</u> Bradshaw: - Review soccer rules - Game play (4 teams, 2 games on each side of gym/field) - Rotate teams every 8 minutes Moore: Weight room: workout stations (Working on the components of Health Related Fitness) - Dynamic Stretches for warmups - Back Squat - Pull ups/Inverted Rows - Bench Press	<u>SWD Differentiation Strategy:</u> - Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations. <u>Inclusion Teacher Role:</u> - Teacher will further assist students with read alouds or extra support if needed.	

	gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). Small Gym: motor:TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5). affective: TSWBAT explain how they can use this outside of school, by word of mouth, in the gym, by the end of class. (standard 2).	● Wall Sits/Maybe Deadlifts (If the class is ready) ● Sit ups <u>Summarizing Activity:</u> Big Gym: Describe what were my learning cues of the motion today? synthesize why physical activity is so important to mental and physical health by word of mouth. Weight room/small gym: How can we use this outside of school in the world? Apply past concepts; why is safety so important and what are some examples of using safety here?		
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