

Kickball, Weights, Health 2

Unit Title:	Kickball, Weights, Health 2
Unit Vocabulary:	Throwing, reps, sets, calories. Big gym: Motor: HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. • HS.N.3.1: Apply strategies in monitoring daily participation to promote physical activity. 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. • HS.N.2.5: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. 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. • HS.N.4.6: Identify best practices for participating safely in physical activity, exercise, and dance. 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)

	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 throw the ball with correct form (L with the ball, side to the target, step, twist throw) 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). 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>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> Health lessons: Go over Ch.5/ Finish projects. <u>Summarizing Activity:</u> - Health room: - Prove the (affective) health benefits of a physically active lifestyle by word of	<u>SWD Differentiation Strategy:</u> - different equipment can be used with various weights/ things for different levels of ability. Also a visual and verbal demonstrations will be used as well. <u>Inclusion Teacher Role:</u> - The teacher	

	Cognitive: TSWBAT concludes by describing their prior knowledge of concepts such as examples of safety in the weight room/why it is important by word of mouth, by the end of class. (Standard 2).		will be there for students who need things repeated individually or ezra support such as further instructions or read alouds.	
T U E	Big Gym: Motor: TSWBAT correctly throw the ball with correct form (L with the ball, side to the target, step, twist throw) 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).	Opening Strategy: - Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. Core Lesson Activities: - C.McKay;weight room rotations teach all grades the deadlift (6th grade/ 7th with a 5 lbs bar) optional 8th. other option: wall sits. This lesson has been postponed for finishing their workout plan projects in class. Moore: I will explain kickball rules to students - Goal is to kick the ball to areas where you can get on base and advance - Go over tag up and force out rules - No Sliding, No out off the wall - Go over foul balls	SWD Differentiation Strategy: different equipment can be used with various weights/ things for different levels of ability. Also a visual and verbal demonstrations will be used as well.	

	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). Cognitive: TSWBAT concludes by describing their prior knowledge of concepts such as examples of safety in the weight room/why it is important by word of mouth, by the end of class. (Standard 2).	<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? ●	<u>Inclusion</u> <u>Teacher Role:</u> ● The teacher will be there for students who need things repeated individually or ezra support such as further instructions or read alouds.	
W E D	Big Gym: Motor: TSWBAT correctly throw the ball with correct form (L with the ball, side to the target, step, twist throw) 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> ● McKay- big gym: I will explain kickball rules to students ● Goal is to kick the ball to areas where you can get on base and advance ● Go over tag up and force out rules ● No Sliding, No out off the wall ● moore: weight room rotations: deadlift intro to rotations: use only the bar for 6th and 7th. other option: wall sits if not comfortable.	<u>SWD</u> <u>Differentiation</u> <u>Strategy:</u> ● different equipment can be used with various weights/ things for different levels of ability. Also a visual and verbal demonstr	

	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). Cognitive: TSWBAT concludes by describing their prior knowledge of concepts such as examples of safety in the weight room/why it is important by word of mouth, by the end of class. (Standard 2).	<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?	ations will be used as well. <u>Inclusion Teacher Role:</u> The teacher will be there for students who need things repeated individually or ezra support such as further instructions or read alouds.	
T H U	Big Gym: Motor: TSWBAT correctly throw the ball with correct form (L with the ball, side to the target, step, twist throw) 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).	<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> C.McKay: weight room rotations 7th and 6th: after warm up do “the mile” 5 laps around the track. run/walk to practice cardio for fitnessgram pacers.	<u>SWD Differentiation Strategy:</u> different equipment can be used with various weights/ things for different levels of ability.	

	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). Cognitive: TSWBAT concludes by describing their prior knowledge of concepts such as examples of safety in the weight room/why it is important by word of mouth, by the end of class. (Standard 2).	The teacher will give each rotation group 5 mins to use the equipment in their station. The teacher will set a timer on their watch and then blow the whistle when ready to rotate around the room with their groups. If time allows then they may do more rotations of the same workout. Moore: I will explain kickball rules to students ● Goal is to kick the ball to areas where you can get on base and advance ● Go over tag up and force out rules ● No Sliding, No out off the wall 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?	Also a visual and verbal demonstrations will be used as well. Inclusion Teacher Role: ● The teacher will be there for students who need things repeated individually or ezra support such as further instructions or read alouds.	
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	the target, step, twist throw) 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). 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). Cognitive: TSWBAT concludes by describing their prior knowledge of concepts such as examples of safety in the weight room/why it is important by word of mouth, by the end of class. (Standard 2).	<u>Core Lesson Activities:</u> ● Students will be outside due to a shortened bell schedule. This will also be a reward day for students. <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?	● different equipment can be used with various weights/ things for different levels of ability. Also a visual and verbal demonstrations will be used as well. <u>Inclusion</u> <u>Teacher Role:</u> ● The teacher will be there for students who need things repeated individually or ezra support such as further instructions or	
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