

Unit Title:	Net/Wall, Weight lifting, Health 3
Unit Vocabulary and Standards:	Standards: Big Gym- Motor: MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games. Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Cognitive: MS.N.2.2: Describe various game strategies and tactics within modified situations. Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. Affective: MS.N.4.3: Recognize the value of diversity of participants in physical activity. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. Small Gym: Motor: MS.N.3.4: Demonstrate various activities to address personal health-related fitness components. (standard 3) Cognitive: MS.N.2.4.SL1: Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) (standard 2).

	Affective: MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly. (standard 4). 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	Teaching Strategies:	differentiation of learning:
		Opening, middle, and closing of lesson:	
M O N	Big gym: Motor- TSWBAT demonstrate the basic skills and tactics of net/wall games in the gym by teacher observation, by the end of class.(standard 1). Cognitive: TSWBAT describe the strategy/ why the students are doing what they are doing for the task of the day (such as rallying or doing a drop shot). (Standard 2). Affective: TSWBAT create examples by word of mouth, on why working with a diverse group of people is important to P.E/life, by the end of class. (Standard 4).	Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. Bradshaw- gym: - scaffolding what they learned from badminton and connecting it to pickleball skills - Go over pickleball rules - Teach forehand and backhand Moore: Weight Room: Health Lessons	Big Gym: - Extension down: students will use different rackets or use different space between their partners to decrease difficulty. - Extension up: students will increase space in between them or use a different racket to increase difficulty. Weight room/small gym: - Students will use heavier or lighter weights to adjust

	Small gym: Motor: TSWBAT demonstrate activities in the weight room that focus on health maintenance (such as participation in weight lifting). (standard 3). Cognitive: TSWBAT Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition and give examples) of one per day they are in the weight room by the end of class. (Standard 2). Affective: TSWBAT verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class. (standard 4) classroom: TSWBAT talk about nutrition and how it affects us.			difficulty as well as reps/sets of exercise. Inclusion Teacher: will ensure the teacher has assistance if students have further questions or need help reading or further understanding directions.
T U E	Big gym: Motor- TSWBAT demonstrate the basic skills and tactics of net/wall games in the gym by teacher observation, by the end of class.(standard 1). Cognitive: TSWBAT describe the strategy/ why the students are doing what they are	Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. McKay- Weight Room: health lessons		Big Gym: - Extension down: students will use different rackets or use different space between their partners to decrease difficulty. - Extension up: students will increase space in between

	doing for the task of the day (such as rallying or doing a drop shot). (Standard 2). Affective: TSWBAT create examples by word of mouth, on why working with a diverse group of people is important to P.E/life, by the end of class. (Standard 4). Small gym: Motor: TSWBAT demonstrate activities in the weight room that focus on health maintenance (such as participation in weight lifting). (standard 3). Cognitive: TSWBAT Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition and give examples) of one per day they are in the weight room by the end of class. (Standard 2). Affective: TSWBAT verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class. (standard 4)	Moore: Big Gym: (Pickleball) : scaffolding what they learned from badminton and connecting it to pickleball skills - Go over pickleball rules - Teach forehand and backhand	them or use a different racket to increase difficulty. Weight room/small gym: - Students will use heavier or lighter weights to adjust difficulty as well as reps/sets of exercise. Inclusion Teacher: will ensure the teacher has assistance if students have further questions or need help reading or further understanding directions.
W E D	Big gym: Motor- TSWBAT demonstrate the basic skills and tactics of net/wall games in the	Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches.	Big Gym: - Extension down:

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		examples) of one per day they are in the weight room by the end of class. - verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class.	
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	body composition and give examples) of one per day they are in the weight room by the end of class. (Standard 2). Affective: TSWBAT verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class. (standard 4)	- Describe why we are learning this today/strategies you learned today. - Explain why working with people who are different from you is important in P.E/life. Small Gym: - Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition and give examples) of one per day they are in the weight room by the end of class. - verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class.	
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	diverse group of people is important to P.E/life, by the end of class. (Standard 4). Small gym: Motor: TSWBAT demonstrate activities in the weight room that focus on health maintenance (such as participation in weight lifting). (standard 3). Cognitive: TSWBAT Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition and give examples) of one per day they are in the weight room by the end of class. (Standard 2). Affective: TSWBAT verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class. (standard 4)	Moore: Weight lifting rotations review day repeat from wednesday. We will be learning back squats today. -Back Squats -Situps -Planks -Bench -Inverted Rows Big gym- - Describe why we are learning this today/strategies you learned today. - Explain why working with people who are different from you is important in P.E/life. Small Gym: - Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition and give examples) of one per day they are in the weight room by the end of class. - verbally suggests methods to be safe in the weight room and consequences of not following the safety rules, by the end of class.	Students will use heavier or lighter weights to adjust difficulty as well as reps/sets of exercise. Inclusion Teacher: will ensure the teacher has assistance if students have further questions or need help reading or further understanding directions.
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