**Rivera Early College High School**

**Weekly Lesson Plan**

**2019-2020**

**Week of: 9/16/19-9/20/19 mp1 wk6 Fitness Unit**

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| **Lesson Components** | **Initial Instruction** | **Support** | **College & Career Readiness** |
| **Lesson Focus:** | Cardiovascular endurance test. 5 minutes of continuous jogging, preparing for the Fitness gram Pacer. |  | □ Intellectual Curiosity |
| □ Reasoning |
| □ Problem Solving |
| **TEKS:** | B1,2,C1A,1B,2AB,3ABCD,4BCEF,5ABEFG | | □ Academic Behaviors |
| □ Work Habits |
| □ Academic Integrity |
| **Comprehension Purpose Question(s):** | **Why is cardiovascular endurance so important for our overall physical fitness?** |  | □ Reading Across the Curriculum |
| □ Writing Across the Curriculum |
| □ Research Across the Curriculum |
| **Resource(s):** | Foundation of Personal Fitness Manual and the Cooper Fitness Gram Manual. |  | □ Use of Data |
| □ Technology |
| **Common Instructional Framework** |
| **Required Materials and/or Technology:** | Locks for Locker. Change of Clothes. | | □ Collaborative Group Work |
| □ Writing to Learn |
| □ Questioning |
| **Physical Classroom Setup:** | Each class has their students in a squad. | | □ Scaffolding |
| □ Classroom Talk |
| □ Literacy Groups |
| **Student Grouping(s):** | Students lined up in alphabetical order. |  | **Texas Literacy Initiative** |
| □ Think Turn Talk |
| □ Making Connections |
| **Expectations:** | Students will learn how to monitor their heart rate. They will be monitoring their jogging to increase their cardiorespiratory endurance. Student Cooperation. | | □ Creating Mental Images |
| □ Making Inferences and Predictions |
| □ Questioning |
| **Student Product(s)/**  **Accountability:** | Students will be monitored by the teachers who will be supervising the jogging and calisthenics. |  | □ Determining Importance and Summarizing |
| □ Monitoring and Clarifying |
| **ELPS** |
| **Rubric:**  **□ grid**  **□ Likert scale**  **□ observation-based**  **checklist** | □ Reading |
| □ Writing |
| □ Listening |
| □ Speaking |