**Rivera Early College High School**

**Weekly Lesson Plan**

**2019-2020**

**Week of: 9/3/19 - 9/6/19 mp1wk4 Fitness Unit**

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| **Lesson Components** | **Initial Instruction** | **Support** | **College & Career Readiness** |
| **Lesson Focus:** | Analyzing cardiorespiratory endurance while jogging and walking in a 3/1/2/1/2/1 X2  sequence. Jog 3 min/Walk 1-2 min.20 minutes total workout. |  | □ Intellectual Curiosity |
| □ Reasoning |
| □ Problem Solving |
| **TEKS:** | B1,2,C1A,1B,2AB,3ABCD,4BCEF,5ABEFG | | □ Academic Behaviors |
| x Work Habits |
| □ Academic Integrity |
| **Comprehension Purpose Question(s):** | **What is your Maximum Heart Rate and how do we compute it.**  **Are we reaching our Maximum Heart Rate?** |  | □ Reading Across the Curriculum |
| □ Writing Across the Curriculum |
| □ Research Across the Curriculum |
| **Resource(s):** | Foundations Of Personal Fitness Text book |  | □ Use of Data |
| □ Technology |
| **Common Instructional Framework** |
| **Required Materials and/or Technology:** |  | | x Collaborative Group Work |
| □ Writing to Learn |
| □ Questioning |
| **Physical Classroom Setup:** | Each class has their students in a squad. | | □ Scaffolding |
| x Classroom Talk |
| □ Literacy Groups |
| **Student Grouping(s):** | Students will be lined up in alphabetical order. |  | **Texas Literacy Initiative** |
| □ Think Turn Talk |
| □ Making Connections |
| **Expectations:** | Students will learn how to monitor their heart rate compute their maximum heart rate. They will be monitoring their jogging to increase their cardiorespiratory endurance. | | □ 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 |
| x Monitoring and Clarifying |
| **ELPS** |
| **Rubric:**  **□ grid**  **□ Likert scale**  **□ observation-based**  **checklist** | □ Reading |
| □ Writing |
| □ Listening |
| □ Speaking |