**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_8-26-2024\_\_\_\_\_\_\_\_through Friday, \_\_8-30-2024\_\_\_\_\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_Coach Preston Harris\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_Fitness and Conditioning

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:** **Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | **Principles of Stretching and Flexibility****(Static Stretching)** | **Principles of Stretching and Flexibility****(Passive Stretching)** | **Principles of Stretching and Flexibility****(Active Stretching)** | **Principles of Stretching and Flexibility****(Isometric Stretching)** | **Principles of Stretching and Flexibility** **(Flexibility)** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | Principle of Stretching and Proper stretching techniques; Principles of flexibility and how they coincide with one another.Standard II: Effective stretching and the role of stretching has in fitness |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem…**I CAN….** | TLW be able to demonstrate and perform various types of stretching; Additionally they role of stretching in everyday physical activityI can perform the different types of stretches. | TLW be able to demonstrate and perform various types of stretching; Additionally they role of stretching in everyday physical activityI can perform the different types of stretches. | TLW be able to demonstrate and perform various types of stretching; Additionally they role of stretching in everyday physical activityI can perform the different types of stretches. | TLW be able to demonstrate and perform various types of stretching; Additionally they role of stretching in everyday physical activityI can perform the different types of stretches. | TLW be able to demonstrate and perform various types of stretching; Additionally they role of stretching in everyday physical activityI can perform the different types of stretches. |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | The misconception of the lesson will be the students don’t understand the importance of proper stretching and the effect it has on physical activity. |

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| **Literacy-Based DO NOW:** This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Name the various types of stretches | How is static stretching different from other stretching techniques? | Which stretches prepare you for physical activity or athletics? | Is stretching considered proper warm up or defined as physical activity? | Does stretching and flexibility prevent one from injuries? |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*
* Item 6 *( minutes)*
 | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | **At the beginning of the lesson, I will explain the topic. The benefits of the topic and how important the topic is for the subject. I will explore the students knowledge and how well they perform the activity.**  | **At the beginning of the lesson, I will explain the topic. The benefits of the topic and how important the topic is for the subject. I will explore the students knowledge and how well they perform the activity.**  | **At the beginning of the lesson, I will explain the topic. The benefits of the topic and how important the topic is for the subject. I will explore the students knowledge and how well they perform the activity.**  | **At the beginning of the lesson, I will explain the topic. The benefits of the topic and how important the topic is for the subject. I will explore the students knowledge and how well they perform the activity.**  | **At the beginning of the lesson, I will explain the topic. The benefits of the topic and how important the topic is for the subject. I will explore the students knowledge and how well they perform the activity. The students will be evaluated on how well the perform and recall each activity** |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | **We will perform each activity from basic movements and to advanced movements. We will explain and understand why each activity is important.** | **We will perform each activity from basic movements and to advanced movements. We will explain and understand why each activity is important** | **We will perform each activity from basic movements and to advanced movements. We will explain and understand why each activity is important** | **We will perform each activity from basic movements and to advanced movements. We will explain and understand why each activity is important** | **We will perform each activity from basic movements and to advanced movements. We will explain and understand why each activity is important** |
| **End of the lesson**You Do  **Science:** Evaluate | **TLW be able to perform each activity according to their skill level in the beginning while progressing throughout the lesson. Additionally, TLW will be to recall each activity for evaluation period** | **TLW be able to perform each activity according to their skill level in the beginning while progressing throughout the lesson. Additionally, TLW will be to recall each activity for evaluation period** | **TLW be able to perform each activity according to their skill level in the beginning while progressing throughout the lesson. Additionally, TLW will be to recall each activity for evaluation period** | **TLW be able to perform each activity according to their skill level in the beginning while progressing throughout the lesson. Additionally, TLW will be to recall each activity for evaluation period** | **TLW be able to perform each activity according to their skill level in the beginning while progressing throughout the lesson. Additionally, TLW will be to recall each activity for evaluation period** |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **The students will be required to perform and recall learned activities and explained classroom. This will serve as a form evaluation.** |

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| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Each SPED student will be giving additional time and support to complete each task** | **Each SPED student will be giving additional time and support to complete each task** | **Each SPED student will be giving additional time and support to complete each task** | **Each SPED student will be giving additional time and support to complete each task** | **Each SPED student will be giving additional time and support to complete each task** |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | **ESL will be giving additional time and opportunities to complete each task. Peer review will be available as well.** | **ESL will be giving additional time and opportunities to complete each task. Peer review will be available as well** | **ESL will be giving additional time and opportunities to complete each task. Peer review will be available as well** | **ESL will be giving additional time and opportunities to complete each task. Peer review will be available as well** | **ESL will be giving additional time and opportunities to complete each task. Peer review will be available as well** |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  | **A preassessment will be utilized to see if students have any knowledge of the subject. This information will be utilized to improve what they know leading to a formal assessment.** | **A preassessment will be utilized to see if students have any knowledge of the subject. This information will be utilized to improve what they know leading to a formal assessment.** | **A preassessment will be utilized to see if students have any knowledge of the subject. This information will be utilized to improve what they know leading to a formal assessment.** | **A preassessment will be utilized to see if students have any knowledge of the subject. This information will be utilized to improve what they know leading to a formal assessment.** | **A preassessment will be utilized to see if students have any knowledge of the subject. This information will be utilized to improve what they know leading to a formal assessment.** |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | **Additional lessons and time will be implemented if students do not properly retain and recall lesson.** | **Additional lessons and time will be implemented if students do not properly retain and recall lesson** | **Additional lessons and time will be implemented if students do not properly retain and recall lesson** | **Additional lessons and time will be implemented if students do not properly retain and recall lesson** | **Additional lessons and time will be implemented if students do not properly retain and recall lesson** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **The students that understand quicker will be utilized to aid other students. Small groups and peer tutoring will be utilized in the classroom.** | **The students that understand quicker will be utilized to aid other students. Small groups and peer tutoring will be utilized in the classroom.** | **The students that understand quicker will be utilized to aid other students. Small groups and peer tutoring will be utilized in the classroom.** | **The students that understand quicker will be utilized to aid other students. Small groups and peer tutoring will be utilized in the classroom.** | **The students that understand quicker will be utilized to aid other students. Small groups and peer tutoring will be utilized in the classroom.** |
| **Technology Integration:**How will the students use technology to help them master the objective. | **The instructor will utilize technology in the class. Various clips from YouTube and visual aid will be utilized in the class** | **The instructor will utilize technology in the class. Various clips from YouTube and visual aid will be utilized in the class** | **The instructor will utilize technology in the class. Various clips from YouTube and visual aid will be utilized in the class** | **The instructor will utilize technology in the class. Various clips from YouTube and visual aid will be utilized in the class** | **The instructor will utilize technology in the class. Various clips from YouTube and visual aid will be utilized in the class** |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |