

Essential Data for Plan	Name	Date	Grade Level & Content Area	10 grade Fitness for Life	Estimated Instruction Time	50 mins.
<p><b>Utah Core Standard(s):</b>  <i>* Standards indicate what students should know or be able to do by the end of term/year.</i>  <i>* Standards are copied here verbatim from the <a href="#">Utah Education Network</a> website.</i></p>	<p><b>Standard FFL.3.15</b>            Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).</p>					
<p><b>Learning Objective(s):</b>  <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i>  <i>* Objectives begin with Students will be able to...</i></p>	<ul style="list-style-type: none"> <li>- Students will be able to identify the types of strength exercises               <ul style="list-style-type: none"> <li>- isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits</li> </ul> </li> <li>- Students will be able to identify the types of stretching exercises               <ul style="list-style-type: none"> <li>- static, PNF, dynamic, ballistic</li> </ul> </li> <li>- Students will be able to identify the overload principle and work/rest ratio for personal fitness development               <ul style="list-style-type: none"> <li>- strength, endurance, range of motion</li> </ul> </li> </ul>					
<p><b>Materials &amp; Technology:</b>  <i>* List what is needed to teach this lesson.</i></p>	Notebooks Presentation Pencil					

LESSON COMPONENTS			
Planning Elements	Action Steps	Evidence of Learning	Meet Learner Differences
	<p><i>* What will <b>students</b> and <b>teachers</b> do together in this lesson?</i>  <i>• Describe instructional strategies and <b>learning activities–listening is not sufficient.</b></i>  <i>* Outline each component’s steps and how long they will take.</i></p>	<p><i>* Describe activities students complete that provide evidence of learning.</i>  <i>* How will you know <b>all</b> students have learned?</i>  <i>• Identify criteria that connect to learning objectives and standard(s).</i></p>	<p><i>* Identify evidence-based practices to meet specific individual/group learner needs.</i>  <i>* Consider content, process, product, and/or environment.</i></p>
<b>BEGINNING</b>	To start the class we will do a short review of what we learned the day before. Students took a formative assessment about the strength exercises, so we will review how the class did as whole and if there is anything they struggled in extremely we will review those. (5 m)	Students will show their learning by participating and trying to make sure they are fixing their work or taking more notes	
<b>MIDDLE</b>	We will do a presentation today on stretch	Students will show their understanding of learning by making	

	<p>exercises and the work/rest ratio. The presentation will go as follows:</p> <ul style="list-style-type: none"> <li>- Stretching Exercises <ul style="list-style-type: none"> <li>- Static</li> <li>- Pnf</li> <li>- Dynamic</li> <li>- ballistic</li> </ul> </li> <li>- Work/Rest ratio <ul style="list-style-type: none"> <li>- strength</li> <li>- endurance</li> <li>- range of motion</li> </ul> </li> </ul> <p>We will make sure students know what each of these is and when you use in them in fitness. (15 m)</p>	<p>sure they are taking notes and asking questions if they have them. They will also show their understanding of knowledge by answering thumbs up thumbs down understanding questions when asked throughout the lesson.</p>	
<p><b>END</b></p>	<p>Students will make the summative assessment project with their partner, completing the project and showing they know their information. (30 m)</p>	<p>students will show their understanding by completing assessment.</p>	