

# PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT FITNESS

## North Smithfield School Department

**TITLE OF UNIT:** Fitness

**GRADES :** 9-12

**Fitness:** Track and field, personal fitness, yoga, kick boxing, circuit training, weight training

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** 22 days

### OVERVIEW OF UNIT:

Physical fitness signifies the bodies ability to work efficiently and effectively during school hours and at leisure time. A physically fit person is someone who will remain healthy and live an active lifestyle. The most comprehensive approach to fitness education involves the use of concepts-based fitness education. The students will be involved in physical activity experiences that emphasizes both how and why physical fitness and wellness are important.

**ESSENTIAL QUESTIONS**  
*How can I maintain or improve my physical fitness?*

### STANDARDS: Physical Education

- |  |   |  |   |   |   |
|--|---|--|---|---|---|
| 1.Students will demonstrate competency in many movement forms and proficiency in a few movement forms. | 2.Students will apply movement concepts and principles to the learning and development of motor skills. | 3.Students will understand the implications of and the benefits derived from involvement in physical activity. | 4.Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. | 5.Students will demonstrate responsible personal and social behavior in physical activity settings. | 6.Students will understand that internal and external environments influence physical activity. |
|--|---|--|---|---|---|

### PHYSICAL EDUCATION STANDARDS: See curriculum for specifics

#### 1. Competency in many movements

- Competency 1.1.1 -1.1.2
- Warm-up and cool down 1.1.3
- Proficiency 1.2.1 -1.2.2

#### 2. Movement concepts and principles

- Skills, strategies and rules to specific activity/sport 2.1.3
- Critical elements/sport specific skills 2.2.1
- Movement skills, concepts, and principles 2.3.2

#### 3. Benefits from physical activity

- benefits of **warm-up** and **cool-down** principles in a fitness plan 3.1.2
- Social benefits 3.3.1-3.3.2
- Cognitive benefits 3.4.1-3.4.3
- Physically active life style

#### 4. Identifies and understand the components of physical fitness:

- Pre and post-test Fitnessgram™ 4.1.1 -4.1.3
- Health-related physical fitness standards established by the Fitnessgram™ 4.2.1
- Scores for the healthy fitness zone 4.2.2
- personal test scores with the Fitnessgram™ healthy fitness zone 4.3.1
- Personal strengths and weaknesses, 4.3.2
- Accumulated Fitnessgram™ data, 4.3.3
- Post Fitnessgram™ scores, 4.3.4
- Feedback from the post Fitnessgram™ and personal goals 4.3.5 – 4.3.6
- Goal setting model, “SMARTY” 4.4.1
- Components of a fitness plan that includes the FITT principle 4.4.3
- Activities and fitness and health 4.5.1 – 4.5.3
- Warm-up principles in daily physical activity: 4.5.4

- Physical activity outside the physical ducation class setting 4.6.1
- Physical activities to improve skills and fitness in 4.6.2
- Factors that inhibit or encourage a physically active lifestyle, e.g. 4.7.1
- Personal strategies to maintain a physically active lifestyle 4.7.2
- Goal setting log 4.8.1
- Utilizes how various 4.9.1
- Monitors physical activity 4.9.2

#### 5. Personal and social behavior

- Appropriate clothing and protective equipment 5.1.1
- Safety considerations 5.1.2
- Behaviors 5.1.3
- Safety protocol 5.1.4 -5.1.5
- Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5
- Rules 5.2.1
- Proper, appropriate, and safe attire 5.2.1
- Communication 5.3.1
- Respect 5.3.2
- Decisions of game officials 5.3.3
- Conflicts in appropriate ways 5.4.1
- Conflict resolution process 5.4.2
- Working cooperatively 5.5.1
- Appropriate 5.6.1
- Prevent injuries 5.6.2
- Opportunities of participation 5.7.1
- Positive and negative verbal communication 5.7.2-57.3
- Cooperative and productive group processes 5.8.1
- Common goals 5.8.2

#### 6. Internal and external environments

- organizations in the community that offer physical activity programs 6.6.1

#### Applied Learning Standards:

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

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### ENDURING UNDERSTANDING:

- Understanding there is a correlation between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and applying offensive and defensive strategies.
- Knowing and applying the concept of teamwork.
- Creating spatial awareness (on and off the ball movement).

### PRIOR KNOWLEDGE:

- Offensive and defensive strategies
- Concept of teamwork

### STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

#### 1. Competency in many movements

1.1.1 Understands that **competency** is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.

1.1.2 **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training

- **Skills**

- **track and field** running, jumping, throwing
- **personal fitness/ weight training/ circuit training:** proper use/technique of free weights, machine weight, and cardio vascular equipment, plyometrics and body weight, proper use of cardio vascular training equipment and weight machines
- **yoga, kick boxing:** stretching, following a routine, mirroring instructor, controlled breathing, balance, flexibility

1.1.3 Applies **warm-up** and **cool-down** principles in a fitness plan:

- warm-up
  - low intensity activity, e.g. walking, jogging
  - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
  - static stretching, e.g. triceps overhead stretch (stretching with no movement)
- cool-down
  - low intensity activity, e.g. walking, jogging
  - static stretching.

1.2.1 Understands that **proficiency is**

- adequate ability to engage in the activity in a meaningful way.
- active participation in increased complexity of movement forms to safely participate in an activity.
- adequate understanding of the rules of the activity.

1.2.2 Demonstrates **proficiency** (e.g., basic skills) in an increasing number of more complex versions of movement forms (e.g., individual, team, and recreational activities):

- **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training
  - **Skills**
    - **track and field** running, jumping, throwing
    - **personal fitness/ weight training/ circuit training:** proper use/technique of free weights, machine weight, and cardio vascular equipment, plyometrics and body weight, proper use of cardio vascular training equipment and weight machines
    - **yoga, kick boxing:** stretching, following a routine, mirroring instructor, controlled breathing, balance, flexibility

#### 2. Movement concepts and principles

2.1.1 Applies activity- specific knowledge to develop movement competence and proficiency.

2.1.3 Applies skills, strategies and rules to specific activity/sport

- **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training
  - **Skills**
    - **track and field** running, jumping, throwing
    - **personal fitness/ weight training/ circuit training:** proper use/technique of free weights, machine weight, and cardio vascular equipment, plyometrics and body weight, proper use of cardio vascular training equipment and weight machines
    - **yoga, kick boxing:** stretching, following a routine, mirroring instructor, controlled breathing, balance, flexibility

2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:

- **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training

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- e.g. in training applying concepts of reps to weight ratio
- 2.3.1 Understands
- **movement skills**, e.g. striking skills - tennis and volleyball serve; similarities and differences.
  - **concepts (understanding)**, e.g. transfer of similar concepts from skill to skill; similarities and differences.
  - **principles (why)**, e.g. good performance is linked to process ; similarities and differences between activities at a more complex level.
- 2.3.2 Transfers and use movement skills, concepts and principles in the following:
- **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training
  - e.g. push-up on ground to push-up on with feet on stability ball

### 3. Benefits from physical activity

3.1.1 Identifies and analyzes the physical **benefits of regular** participation in physical activity (grades 9-10), e.g.

3.1.2 Understands the benefits of **warm-up** and **cool-down** principles in a fitness plan:

- warm-up
  - low intensity activity, e.g. walking, jogging
  - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
  - static stretching, e.g. triceps overhead stretch (stretching with no movement)
- cool-down
  - low intensity activity, e.g. walking, jogging
  - static stretching.

3.2.1. Analyzes, predicts, and evaluates the **physical benefits of** regular participation in physical activity(grades 11-12), e.g.

- **health benefits**
  - improves bone strength
  - improves muscular strength and endurance
  - improves sleep patterns/quality
  - increases energy
  - increases immune system function
  - lowers blood pressure
  - reduces stress
  - strengthens cardio-vascular system
- **disease prevention and health risks**
  - chronic illnesses
  - heart disease
  - high cholesterol
  - hypertension/high blood pressure
  - obesity
  - osteoporosis
  - respiratory diseases
  - stroke
  - Type II diabetes
- **physiological changes**
  - increase muscle mass
  - increases metabolism
  - longevity
  - reduces body fat, controls weight
  - components of fitness target
  - muscular strength
  - muscular endurance
  - flexibility
  - cardio vascular

### 4. Identifies and understand the components of physical fitness:

4.1.1 Identifies and understand the **components of physical fitness:**

- cardiovascular endurance
- flexibility
- muscular strength and endurance

4.1.2 Participates in the **pre and post-test Fitnessgram™** to assess

- cardiovascular endurance
- flexibility

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- muscular strength and endurance
    - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.1.2 Participates in a **modified Fitnessgram™** to assess if necessary .
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.2.1 Meets **health-related physical fitness standards** established by the Fitnessgram™
- Sit and reach
  - Curl-ups
  - Pacer
  - Shoulder stretch
  - Push-up
  - Pull-ups or flexed-arm hang
    - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.2.2 Identifies the nationally recognized scores for the **healthy fitness zone** (established by the Fitnessgram™, data 2012)
- 4.3.1 Compares **personal test scores** with the Fitnessgram™ **healthy fitness zone**
- flexibility
  - cardiovascular endurance
  - muscular strength and endurance
    - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.3.2 Analyzes **pre-Fitnessgram™, scores** (formative) and identifies personal strengths and weaknesses,
- e.g. a 15 year old girl runs a mile in 12 minutes and 34 seconds:
    - analyze and compare that time to the standard (8-10 minutes, 30 seconds)
    - identify and implement an exercise routine supported by the established decision-making rubric to set a goal to improve.
      - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.3.3 Analyzes **accumulated Fitnessgram™ data**, synthesize information, and predict how the results are important to present and future health ([grade 10](#))
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.3.4 Compares and analyzes the **post Fitnessgram™ scores**, in relation to the **healthy fitness zone** and identifies personal strengths and weaknesses.
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.3.5 Analyzes and uses feedback from the **post Fitnessgram™** and personal goals to analyze social and emotional factors that contribute to his/her personal **Fitnessgram™** results. ([grade 11](#))
- 4.3.6 Uses feedback from the **post Fitnessgram™** and personal goals to maintain life-long healthy fitness. ([grade 12](#))
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.4.1 Knows and applies the **goal setting model**, “SMARTY” to develop personal fitness goals and create a detail plan. ([grade 10](#))
- **S** specific
  - **M** measurable
  - **A** attainable
  - **R** realistic
  - **T** timely
  - **Y** for you (individual)
- 4.4.2 Understands the components of a **fitness plan** that includes the **FITT principle** in conjunction with **principles of exercise**
- **FITT Principle**
    - **F**requency
    - **I**ntensity
    - **T**ype
    - **T**ime
  - **Principles of exercise**
    - **specificity** - type of exercises that increases fitness in each of these five designated areas
      - cardiovascular endurance
      - muscular endurance
      - muscular strength

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- flexibility
  - body composition
  - **progression** - gradual increase in FITT
  - **overload** - providing a greater stress on the muscle group than it usually handles in order to increase fitness FITT
  - **sets** - group of repetitions
    - frequency (amount of times exercising a particular muscle)
    - intensity (how hard and heavy)
    - time (resting time between sets)
    - type (drop sets, super sets)
  - **repetition (reps)** – repeating a certain action a certain number of times
    - frequency (amount of times exercising a particular muscle)
    - intensity (how hard and heavy)
    - time (heavy 8-10, moderate 12-15, light 15-20)
    - type (free weights, body weights, machine weights).
  - **variety** - alternating exercises to meet common goals
  - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.4.3 Uses **Fitnessgram™** results to set and revise goals to improve fitness levels .
- Analyze strengths and weaknesses
  - Analyze needs of improvement or maintaining
  - Design an action plan based on strengths and weaknesses or maintaining improvement for personal fitness levels and criteria of
- 4.5.1 Participates in a wide range of activities and is able to connect how the activity is related to his/her fitness and health
- **Fitness:** track and field, personal fitness, yoga, kick boxing, circuit training, weight training
- 4.5.2 Understands how activities can affect fitness and health, e.g. laying basketball affects cardio-vascular endurance just as running the mile affects cardio-vascular fitness .
- 4.5.3 Selects a **variety of activities** that are personally appealing.
- [www.livestrong.com](http://www.livestrong.com) (overall wellness)
  - [www.pbs.org](http://www.pbs.org) (life fitness)
- 4.5.4 Understands and engages in **warm-up** principles in daily physical activity:
- low intensity activity, e.g. walking, jogging
  - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
  - static stretching, e.g. triceps overhead stretch (stretching with no movement)
    - [www.fitnessgram.net](http://www.fitnessgram.net)
    - [www.pbs.org](http://www.pbs.org) (life fitness)
- 4.6.1 Participates regularly in **health-enhancing and personally rewarding physical activity** outside the physical education class setting and documents data of activities.
- [www.livestrong.com](http://www.livestrong.com) (overall wellness)
  - [www.pbs.org](http://www.pbs.org) (life fitness)
- 4.6.2 Identifies and participates in **physical activities to improve skills and fitness in**
- **cardiovascular endurance**
    - walk, jog, run
    - swim, water aerobics
    - bike, spinning
    - aerobics, dance, step aerobics, zumba, cardio kick-boxing
    - electronic guided fitness activities, e.g. Wii fit
  - **muscular strength/muscular endurance**
    - push-ups
    - sit-ups
    - resistance training
    - machine weights, free weights, circuit training
    - martial arts
    - surfing/skating boarding
  - **flexibility**
    - yoga, Pilates
    - static stretching
    - dynamic stretching
    - martial arts

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- 4.7.1 Analyze factors that inhibit or encourage a physically active lifestyle, e.g.
- **encourage:** friends and family role models, time management, confidence, cultural interests, environment, accessibility
  - **inhibit:** time constraints, financial considerations, motivation, accessibility, environment, illness, low energy, friends and family
- 4.7.2 Develop and apply personal strategies to adopt and maintain a physically active lifestyle
- accessibility/transportation
  - affordable solutions
  - explaining positive and negative attitudes toward exercise
  - finding enjoyable activities
  - identifying obstacles and creating a plan to avoid them
  - participating in a variety of activities
  - rewarding success
  - scheduling time/time management
  - setting goals that are realistic
  - working out with a buddy
- 4.8.1 Maintains a **goal setting log** (written or technology-based) to document U.S. Department of Health and Human Services\* **current recommendations for physical activity**, e.g.
- 1 hour or more a day of moderate or vigorous intensity aerobic physical activity every day
  - vigorous intensity activity at least 3 days per week
  - muscle and bone strengthening activity at least 3 days per week.
    - [www.hrsa.gov](http://www.hrsa.gov) (health resources)
    - [www.befrienders.org](http://www.befrienders.org)
- 4.9.1 Utilizes how various technologies in and out of school that can help to assess, plan, maintain and enhance physical activity level e.g.
- Nike Fuel Band
  - Nike Trainer
  - Run Keeper
  - Kinects
  - Fitbit
  - web-based programs (Fitnessgram)
  - pedometers
  - physical activity logs
- 4.9.2 Monitors physical activity and intensity levels using technology e.g.
- physical activity log
    - [www.myplate.gov](http://www.myplate.gov)
    - [www.heart.org](http://www.heart.org) (American Heart Association)
    - [www.mapmyfitness.com](http://www.mapmyfitness.com)

## **5. Personal and social behavior**

- 5.1.1 Wears **specific and appropriate clothing and protective equipment** to participate in physical activity. (handbook)
- 5.1.2 Understands and applies **safety considerations** for all physical education activities:
- proper attire
    - sneakers and socks
    - sweatshirt/sweatpants for outdoor activities (suggested)
  - rules of the game
  - proper use of equipment
- 5.1.3 Identifies and avoids **actions or behaviors that endanger others**, e.g.
- **bullying/** cyber bullying
  - **inappropriate physical contact** e.g.
    - tackling in flag football
    - tripping
    - pushing/shoving
  - **inappropriate use of equipment** e.g.
    - swinging bats, sticks, rackets, clubs, bow and arrows

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- 5.1.4 Describes **safety protocol** to avoid
- blood-borne pathogens
  - transmission of disease
  - inhaler usage/breathing emergencies
  - dehydration
  - hypo/hyperthermia during physical activity
  - inappropriate attire for weather conditions
  - injury.
- 5.1.5 Applies **safety protocol** in all physical activity settings, e.g.
- weight room
  - gymnasium
  - locker room
  - turf fields
  - outdoor facilities
- 5.1.6 Selects and uses appropriate **warm-up and cool-down activities** to prevent injuries.
- dynamic
  - static
- 5.2.1 Explains why and how **rules** make participation in physical activity safe, e.g.
- Rules for specific sports, e.g.
    - hockey – no checking
    - flag football – no tackling
  - proper attire and footwear
- 5.2.2 Understands and applies the criteria for **proper, appropriate, and safe attire** for physical activity:
- Athletic shorts of appropriate length (following NSHS Handbook) or sweat pants
  - Jewelry (loose and dangling removed)
  - Sneakers (tied)
  - T-shirts or athletic jersey (following NSHS Handbook)
- 5.3.1 **Communicates** effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.
- 5.3.2 Shows **respect** for others in positive and negative game situations.
- 5.3.3 **Accepts all decisions** of game officials, e.g. teachers, students, and coaches (good sportsmanship).
- 5.4.1 Resolves conflicts in appropriate ways such as:
- Proper communication
  - Walking away from a situation
  - Getting help
  - Talking to trusted adults
- 5.4.2 Applies a **conflict resolution process** when confronted with a behavior choice:
- *define the conflict*
  - *agree to solve the problem*
  - *exchange reasons for opinions*
  - *revise opinions*
  - brainstorm solutions
  - *determine the best solution.*
- 5.5.1 Comprehends the benefits of **working cooperatively** in a group to achieve one main goal by:
- Demonstrating positive behavior in both competitive and cooperative settings.
  - Recognizing good sportsmanship from teammates and opponents.
  - Makes good decision-making based on the safety of self and others.
  - Demonstrates cooperation with peers and others through verbal and non-verbal behavior to achieve group goals.
  - Demonstrates tolerance and acceptance in competitive as well as cooperative settings.
- 5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:
- appropriate equipment/clothing
  - field conditions and safety concerns

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- good sportsmanship
  - procedures and protocol
  - proper etiquette
  - rules and regulations
- 5.6.2 Recognizes how to prevent injuries e.g.
- awareness of potential facility hazards
  - extreme weather conditions
  - hydration awareness
  - importance of warm-ups and cool downs
  - notify if injured
- 5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.
- development and growth, taking control of life)
- 5.7.2 Differentiates between positive and negative verbal and non-verbal communication, e.g.
- body language
  - gestures
  - expressions
  - words
  -
- 5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.
- body language
  - gestures
  - expressions
  - words
- 5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:
- cooperation/collaboration
  - creativity/thoughtful
  - communication skills
    - active
    - reflective
  - positive risk taking
  - leadership/shared leadership
  - respect
  - trust
  - self-discipline
- 5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:
- communication
  - conflict resolution
  - cooperation
  - etiquette
  - group identity
  - positive interaction
  - rules and procedures
  - roles and relationships
  - safe practices
  - short and long-term goals
  - sportsmanship
  - teamwork

### **6. Internal and external environments**

- 6.6.1 Identifies youth organizations in the community that offer physical activity programs
- Home setting, e.g. Backyard, basement
  - Private and public facilities

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction



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- Activity logs
- Anecdotal records skill assessments
- Conferencing
- Exhibits
- Interviews
  - Student to student
  - Teacher to student
  - Student to third party
- Collaboration - interpersonal
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Role playing - bodily kinesthetic
- Oral presentations
- Problem/Performance based/common tasks
- Rubrics/checklists
- Tests and quizzes (pre and post)
- Technology
- Think-alouds
- Writing genres
  - Arguments/ opinion
  - Informative

### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

- Clipboards
- DVDs
- Projector
- Ipad
- Stopwatches
- Sports equipment for:  
Fitness, weight room equipment
- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- [www.fitness.gov](http://www.fitness.gov)
- [www.cdc.gov](http://www.cdc.gov)
- [www.fitnessgram.net](http://www.fitnessgram.net)
- [www.pbs.org](http://www.pbs.org) (life fitness)
- [www.pbis.org](http://www.pbis.org)
- [www.health.qld.gov](http://www.health.qld.gov)
- [www.essentiallifefirstskills.net](http://www.essentiallifefirstskills.net)
- [www.crnhg.org](http://www.crnhg.org) (conflict resolution, conflict resolving communication in a culture of peace and social justice)
- [www.essentiallifefirstskills.net](http://www.essentiallifefirstskills.net) (personal)

### VOCABULARY

- FITT
- Reps
- Sets
- Weights
- Circuit
- Scrimmage
- Shooting: Balance, elbows, eyes, follow through
- Stick handling
- Strategies

## LESSON PLAN for SMALLER UNITS \_\_\_\_\_

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**LESSONS**

- Lesson # 1 Summary:**
- Lesson #2 Summary:**
- Lesson #3 Summary:**
- Lesson # 4 Summary**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
- Instructional strategies:** see curriculum introduction
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**