

- Develop strength and abilities of the motor in a systematic movement to facilitate performances and competency.

Standards: P-1134, P-1146, P-1076

- Develop endurance towards the promotion of health. (D, PH, N, H) NHS

- Coordinate influences from family, peers, culture, and technology (M)NHS 2

SLO: • Facilitate application of student's ability to access valid health information and to enhance health. (C, S, CH) NHS 3
 TSW analyze video and reading passages to determine the pros and cons of doing wall for one together, activities.
 Have a 6th grade Reading comprehension objective about game for the reading activities.

Specific Learning Objectives (SLOs)

- TSW implement level combinations of interest group skills through recurring patterns. TTW evaluate How? put in TTW
 their administration skills on how to control steadiness in their bodies. Together with their ability to be TSW
 guided through signals to set off and stop engagements. (Bloom's Taxonomy) TSW
 TSW substantial fitness will be analyzed. This will be achieved by educating students on the need to sequence
 deploy exercise as a natural habit .physical fitness will not only be a key to physical health and promote
 mental health. This will also help students discover their skills through sports, gymnastics, climbing, and
 running. This will be analyzed by TTW by checking on activities that suit each student better.
- TSW health nutrition will be comprehended as a way to improve health and influence health behaviors.
 In addition, lessons on drug abuse and a balanced diet will help discover the need to stay healthy.

- Bell work
- Field
- Balls (volleyball, football)
- Gym equipment's
- Computers
- Printed materials
- Visual materials
- Audio materials

Lesson Outline

Bellwork:

TSW will log into their teams account as they enter the room and complete their bellwork. *Explain what the bellwork is. (show this)*

Set *Hook? Use a concrete object. Ask guided questions to pique their interest. [Listed below]*

After the student has completed the bell ringer, TTW discuss then bell ringer then TSW put on their games kit as they walk towards the field carrying skipping ropes and their balls

When all students are done preparing, they are headed over to the field for their physical training *when?* education. TTW arrange students on different teams, writes down a lesson for the students, and start conversing with the students. "Hello students, it is essential for us to put into practice what I have been teaching you on physical health and the different ways we can improve teamwork. Therefore, I have arranged you into different groups in which we shall hold competition through dodgeball."

Critical Thinking Why would you consider dodgeball being a competitive sport?

- What will you do to make sure your team is not defeated?
- What are the physical exercise impacts on physical and mental health?

Are they on the field for this or in the classroom?

Teach to the Standards

- 1.) TTW begin by handing out the rules to dodgeball.

2.) TTW play a video of the sport dodgeball so that the students can see how it affects them mentally, physically and emotionally.

3.) TTW have the students to write down the pros and cons of dodgeball after watching the video.

4.) TSW share their pros and cons about dodgeball.

5.) TSW discuss how the feel like dodgeball can impact their lives.

6.) TW hand out differentiated level passages for the students to read about playing dodgeball.

7.) TSW read the passages on their level and answer the questions that follow.

8.) TTW ask the students what makes dodgeball a competitive sport.

9.) TSW write their thoughts down on paper.

10.) TTW give the students a sheet with the techniques of dodgeball on it.

11.) TSW work in their teams to see which techniques they will use to make their team the best team.

12.) TTW ask the students to share with the class the techniques their team chose to use.

13.) TTW give the students a writing prompt to write down how they brainstormed and planned to make their team the number one team.

14.) TTW direct the students to their assignment area in their teams account.

15.) TSW will use a brace map to break down what they brainstormed and then they will put everything together and upload it in teams as a journal.

as are you going to group students or their reading levels

Critical Thinking

Some of these are in an artifact.

Closure

Review your objectives, include student input.

TTW close the lesson by telling students how emotional, physical and mental health can be implemented in our everyday lives. Beyond the world of sports many others factors are involved when dealing with sports.

Indicator 2: Diversity

Various strategies will be deployed to facilitate comprehensive learning to all students through:

i. Visual: Video of dodgeball to demonstrate how the sport may affect the triangle.

ii. Auditory: Teacher questions and teacher explanation.

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- iii. Tactile: The students uses the map to break down their brainstorming ideas and piece it together into a journal.

Differentiated Instruction

- General: Students were given diagnostic test that measured their reading level, so the passages will be given based off of the reading level.
- Enrichment: Students who scored above the grade level will receive a more advanced passage on the same topic.
- Remediation: Students who scored below grade level will receive a regular passage that include vocabulary to better help them understand.
- IEP: Students will be required to listen to the studio version on the passage.
- Individual Accommodations: Student will receive one passage at a time with vocabulary so that they can analyse different aspects of the passage one at a time.


Indicator 3: Core content from other subjects

- Reading passages based on 6-8th grade Health Standard
- Students read and analyse how dodgeball can make an impact on our lives outside of the world of sports.

Indicator 4: Teaching Procedures

- Teachers will deploy physical skills and education on students in class in the field to help assess them academically.
- Different strategies are incorporated in the procedure when finding vocabulary in the passages that is using cooperative learning. Independent learning is used when preparing the journal entry. Teacher guided learning is also used when discussing the sport.

Indicator 5: Planning Assessments

- After the students used the map to revised what they learned to put in into their journal it can be classified as formative assessment.
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- Through the future writing assessments, the lesson provides preparation for a summative assessment along with strong feedback.
 - Teachers scoring sheets function acts as an assessment to determine students' indulgence without the teacher's presence along with conference with the students.
 - Scoring sheets provide a final assessment of students' skills.

Indicator 6: Technology

- TTW use the smart board to break down the prompts and plan the journal entry.
- TTW will post screenshots of everything discussed into teams.
- TSW use digital writing structure in teams to type their planning.

DOMAIN II: ASSESSMENT

Indicator 7: Communication Criteria

- The teacher will discuss with the students the assignment is given on Monday.
- Students copy those standards in their composition book on Monday.
- Teacher directly explains the quiz assignment.
- Teacher discusses the answers with students and give feedback.
- Teacher will go over the expectation for the journal entry along with the prompts to complete the assignment.
- Teacher will provide feedback into teams within 48 hours.

Indicator 8: Formative/summative assessments

- Teacher informally assess the students throughout the lesson.
 - The teacher uses the planned journal entry as a formative assessment to guide instruction towards summative assessment: The Persuasive essay the students will write this term.
- How - checklist?*

DOMAIN III: INSTRUCTION

Indicators 9-19: will be observable in class.

Justify + explain

DOMNAIN IV: LEARNING ENVIRONMENT

Indicator 20: will be observable in class

justify/explain

Much of 20-23 is in your classroom description.

Indicator 21: Student jobs:

1. Power on all computer and assist with logging in.
2. Takes up students work and put in file folders.

Indicator 22-24: will be observable in class.

justify/explain

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

Indicator 25: Communication with parents

- Newsletter and reports to the parents regarding the progress of their students are sent out weekly.
- Daily notifications or weekly to remind parents about students' assignments and various reports.
- Student feedback for assignments and grades is present to view in teams and active parents.
- For failing students, first a phone call to parent then conference with parent.
- Progress reports and report cards are sent home every semester.

Professional Development

- During planning period all Elective Departments meet 1:15 once weekly.
- Staff meetings are held once a week depending on the day assigned by the principal.
- Grade level meetings are held through teams twice a semester.