**Rivera Early College High School**

**Weekly Lesson Plan**

**2016-2017**

**Week of: Aug20-24, 2018-19 HEALTH**

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| **Lesson Components** | **Instruction** | **Support for SubPops or Special**  **Preparation for New Concept** | **College & Career Readiness** |
| **Academic Focus:**  **(the WHAT that you are teaching)** | CH.6-Physical fitness and your Health.  The benefits of being fit.  The five components of Health | Students will work on collage for the five components.  Students will work on a related weekly fitness routine planner. | □ Intellectual Curiosity |
| X□ Reasoning |
| □ Problem Solving |
| **TEKS:** | 1. A 14. A  1. I 15. A  13. A 6. A | | □ Academic Behaviors |
| □ Work Habits |
| □ Academic Integrity |
| **Comprehension Purpose Question(s):** | **Why do you think Physical Fitness is important.** |  | □ Reading Across the Curriculum |
| □ Writing Across the Curriculum |
| □ Research Across the Curriculum |
| **Cognitive Focus:**  **(the depth of thinking you require)** |  |  | □ Use of Data |
| □ Technology |
| **Common Instructional Framework** |
| **Student Engagement**  **(Indicate which type**  **you will use)** | **MASTERY:** □ Competition □ Challenge  **INTERPERSONAL:** x□ Cooperation x□ Connections  **UNDERSTANDING:** □ Curiosity □ Controversy  **SELF-EXPRESSIVE:** □ Choice x□ Creativity | | X□ Collaborative Group Work |
| □ Writing to Learn |
| X□ Questioning |
| **Physical Classroom Setup:** | **□ rows □ groups □ Socratic Circle □ Presentations**  **□ computer research □ group project completion** | | □ Scaffolding |
| □ Classroom Talk |
| □ Literacy Groups |
| **Student Grouping(s):** | □ **self-selected**  □ **by ability**  □ **random** | □ **English Language Learner**  **□ Rotations**  **X□ Ability Groupings** | **Texas Literacy Initiative** |
| □ Think Turn Talk |
| X□ Making Connections |
| **Expectations:** | Students are expected to understand the five components of health and to exercise in order to complete their exercise planner. | | □ Creating Mental Images |
| □ Making Inferences and Predictions |
| X□ Questioning |
| **Student Product(s)/**  **Accountability:** | Chapter 6 |  | □ Determining Importance and Summarizing |
| X□ Monitoring and Clarifying |
| **ELPS** |
| **Rubric:**  **□ grid**  **□ Likert scale**  **□ observation-based**  **checklist** | X□ Reading |
| X□ Writing |
| X□ Listening |
| X□ Speaking |