

SUMMER SCHOOL TEACHER GUIDE



Physical Education 9th -12th

**Summer School
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Summer School Teacher Guide

The Summer High School Program will be **20 days** for full credit and **10 days** for semester / half ($\frac{1}{2}$) credit). First Semester will be **days 1-10** and Second Semester will be **days 11-20**. Breakdown of days will have the following per semester / half ($\frac{1}{2}$) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

Classroom Schedule – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** - 5 minutes.
- **Lesson Activities/Supplemental (We Do)** – 60 minutes.
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes.
- **Closing/Wrap Up**– 5 minutes.
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lesson for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.
- Prerequisite - Some lessons may also include a Prerequisite.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some HS teachers will have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 1

Topic/Lesson Title & Grade Results #: Components of Exercise and Fitness -Lesson1

Objective(s): Students will

- Describe the lifetime benefits of aerobic activity.
- Identify the importance of stretching muscles as an older adult.
- Summarize the negative aspects of parents allowing their children to train too much at a young age.

Guiding Question(s):

- What impact does aerobic activity have on the body?
- How can the risk of injury be lowered during physical activities?
- What are the benefits of lifetime fitness?

TN Curriculum Standard(s):

MS.6 - Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking).

FPA.1-Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).

FPA.7- Identify activities that improve each component of fitness (i.e., health-related, skill-related).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 1. As listed on slide 9
Vocabulary: Have students read the definition and discuss the meanings of the above listed vocabulary words (listed on slide 9)

Aerobic: Enhancing respiratory and circulatory efficiency through exercise.

Body Composition: The ratio of lean body mass to fat mass in the body.

Body Flexibility: Flexibility is the ability of the muscles to move through their full range of motion (ROM).

Endurance: The power to withstand hardship or hold weight.

Fitness: Good physical condition; being in shape or in condition.

Muscular Endurance: The ability of muscles to perform an exercise or task over and over without getting tired.

Muscular Strength: The ability of a muscle to move or resist a workload for a short time.

Physically fit: Ability to do activities that an individual want to do.

Posture: Characteristic way of bearing one's body.

Sedentary: Requiring sitting or little activity.

Attendance in PowerSchool (5minutes)

Lesson Introduction (I Do): (10 minutes) Tell students they will be working on a lesson about the components of physical fitness. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about what impact aerobic activity has on the body? The teacher will tell the students how they can lower their risk of injury during physical activity. The teacher will tell students they have (5 minutes) to list the five components of Health-related fitness.

Lesson Activities (We Do): 45 minutes

Slide 1: Ask student to read the objective(s) or teacher may read aloud

Slide 2: Watch the video on the components of exercise and fitness and learn its significance.

Slide 3-6: Activity I - The Components of Fitness – Complete together and discuss.

As a whole group, complete the Practice Activities. Discuss. The video and complete Practice and discuss the activities for Lesson1 in grade results. The teacher will review the video with students and do follow up questions to ensure the students master the skill. The teacher will ask the students to name the components of fitness.

Slide 7-8: Activity II - The Components of Fitness as a whole group, complete the Practice Activities. Discuss. The video and complete Practice and discuss the activities for Lesson1 in grade results. The teacher will review the video with students and do follow up questions to ensure the students master the skill. The teacher will ask the students to name the components of fitness.

Supplemental: Guide students as they complete the supplemental activities to internalize key information on Components of Fitness.

- Brain Pop: Page 3 Fitness Component (4:10)
- Learn 360: Page 4: Analyzing Fitness: Video- Components of Physical Fitness with Focus on Fitness For Life Page 9 (7:28)
- Learn 360: Page 9 The Component of Fitness (15:50)

Break: (10 minutes) Per Site Administrator

Lesson Review: (5 minutes) Summarize the lesson. Review daily vocabulary words, restate the guiding questions. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 2

Topic/Lesson Title & Grade Results #: Personal Fitness Goals- Lesson 2

Objective(s): Students will

- Distinguish between long and short-term goals.
- Define SMART goals.
- Explain the difference between a want and a need.
- Identify values and what influences your values.
- Describe the importance of setting goals.
- Identify ways to track progress towards reaching my goals.

Guiding Question(s):

Why is it important to design SMART goals?

What is a personal fitness goal?

TN Curriculum Standard(s): Fitness and Physical Activity (FPA)

FPA.10 Construct fitness goals (i.e., S.M.A.R.T.)

FPA.11 Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results, resistant bands (if available)

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 2 on slide 10.

Vocabulary

Attitude: The way you feel about something.

Goals: The things that you want to accomplish in your life.

Long-term goals: Goals that take several months, years, or even all your life to achieve.

Needs: The things required to survive.

Resources: The items available for you to use to achieve your goals.

Short-term goal: A goal that can be achieved quickly.

Wants: The things that you desire but you are able to live without.

Accomplish: To achieve with effort.

Accountability: Responsibility to someone or for some activity.

Determination: The quality of being determined to do or achieve something.

Sure-fire: Certain to be successful.

Track: Evidence pointing to a possible solution.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): 10 minutes

Tell students they will be working on a lesson about personal fitness goals. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about why it is important to have written goals? The teacher will tell the students how they can create fitness goals. The teacher will tell students they have (5 minutes) to write a fitness goal.

Lesson A Activities (We Do): 30 minutes

As a whole group, complete the Practice Activities. Discuss.

Slide 1: Ask for student to read the objective(s)

Slide 2: Watch the following video on the introduction about needs vs wants.

Slide 3-5: Watch the video and tell students how goals are formed, how to prioritize, and set smart goals.

Slide 6: Watch video on achieving your goals.

Slide 7: Have students read aloud accomplishing your goals.

Slide 8: Complete the Drag and drop activity: Drag the items from the bottom to the slots on the right.

Supplemental; Have students to view the videos and discuss.

Brain Pop: Flocabulary –

- Page 1: Goal Setting (2:24)
- Page 2: Mindfulness and Mediation (7:00)
- Page 3: Time Management (3:41)

Safari

- Page 5: Building Your Self- Esteem

Lesson B Activities (We Do) 30 minutes: Progress through the content, slide by slide. As a group, complete the Practice Activities. Discuss and clarify as needed.

Slide 1: Objective – Have a volunteer to read aloud

Slide 2: Four ways to track your progress toward your goals. Click the link on the slide and read the article on what are the four ways to track your progress toward your goals. Discuss with the class.

Slide 3: Common goal setting mistakes. Read article and have a whole class discussion.

Slide 4: Activity-lesson. Complete the sorting activity.

Break: (10 minutes) Per Site Administrator

Teacher Lesson Review: (10 minutes)

Goals are the things that you want to accomplish in your life.

Needs are the things required to survive.

Wants can make life more interesting, and often to get the items we want we have to make a plan to help us get that item.

Values are another source of many goals.

Goals can be long-term or short-term.

A short-term goal is a goal that can be achieved quickly, usually in a few days, weeks, or months.

Long-term goals are goals that take several months, years, or all of your life to achieve.

Prioritize your goals, in order of importance to you, and by what goals need to be achieved before you can reach your long-term goals.

Resources are the items available for you to use to achieve your goals such as money, other people, etc.

Resources can be either material or human.

Human resources come from within people. They include skills, knowledge, talents, energy, and people themselves.

Material resources are not physically or mentally part of a person.

Community resources are parks, schools, libraries, and other facilities that are shared by many people.

Natural resources are taken from the land.

Goal setting is a formal process for personal planning.

The best goals are not just clear, they are also SMART.

The SMART acronym can help us remember the components of an effective goal.

A positive attitude is an important key to achieving your goals.

The key to accomplishing your goals is CHANGE.

Independent Work –Posttest (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 3

Topic/Lesson Title & Grade Results #: Setting Yourself Goals and Personal Fitness Plan- Lesson 3

Objective(s): Students will be able to

- Discuss the importance of setting personal goals for an exercise program.
- Identify the rules you should follow when setting goals.
- Describe the importance of having long and short-term fitness goals.
- Identify the importance of having a personal fitness plan as part of an activity log.
- Explain the ways to develop a personal fitness plan and stay fit.

Guiding Question(s):

How do you identify rules to follow when setting goals?

What is the importance of setting personal goals before starting an exercise program?

TN Curriculum Standard(s):

FPA.9 Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).

FPA.12 Participate in health-related fitness testing (e.g., Fitness gram).

FPA.13 Interpret individual results of fitness tests.

FPA.EP.CE Analyze a personal fitness plan and make suggestions for improvement.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 3 on slide 4.

Vocabulary: discuss the following terms

Aerobic Exercise: Enhancing respiratory and circulatory efficiency through regular exercise.

Chronic Medical Condition: being long-lasting and recurrent or characterized by long suffering.

Goal: A successful attempt on achieving something.

Pinpoint: Locate exactly.

Timeframe: A time period during which something occurs or is expected to occur.

Exertion: Use of physical or mental energy.

Hamstring: One of the tendons at the back of the knee.

Stamina: Enduring strength and energy.

Stretches: Exercise designed to extend the limbs and muscles to their full extent.

Quadriceps: A muscle of the thigh that extends the leg

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do) 10 minutes:

Tell students they will be working on a lesson about Physical Activities - Setting Yourself Goals. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about why it is important to pinpoint your personal fitness goal? The teacher will tell the students how they can monitor their fitness goals. The teacher will tell students they have (5 minutes) to write a short term and long-term fitness goal.

Lesson A -Activities (We Do): 30 minutes As a whole group, complete the Practice Activities. Discuss.

Slide 1: Ask students to read the objective(s)

Slide 2: Click the link – read the article for Physical Activities Setting Yourself Goals

Slide 3: Activity Lesson- Quiz me. As a whole group, complete the Practice Activities. Discuss. The video and complete Practice and discuss the activities for Lesson 3 in grade results. The teacher will review the video with students and do follow up questions to ensure the students master the skill. The teacher will ask the students to choose all the key principles that can be applied to help you set your physical activity goals.

Supplemental: If time permits, complete the following activities.

Brain Pop

- Page 1: Setting Goals

Safari

- Page 2: Importance of Physical Activity
- Page 3: Wellness and Healthy Lifestyles

Lesson B Activities (We Do): 30 minutes

Slide 1: Objective – Read and discuss with the whole class

Slide 2: How to create a personal fitness plan – Click on the link. Read and discuss the steps to assess your fitness level, and how to test your current fitness level.

Slide 3: Lesson Activity – Have students complete the sorting activity.

Supplemental: If time permits, complete the following activities.

Safari

- Page 1: Assessing Level of Fitness
- Page 2: Importance of Physical Activity
- Page 3: Wellness and Healthy Lifestyles

Break: (10 minutes) Per Site Administrator

Lesson Review/Notes Review: 10 minutes

Review daily vocabulary words, restate the guiding questions. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttests will count as the grade for the daily lesson.

Closing/Wrap Up: 5 minutes

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 4

Topic/Lesson Title & Grade Results #: Physical Activity for Life Lesson 4

Objective(s): Students will

- List the benefits of physical activity.
- Describe exercise.
- Discuss the basics of physical activity program.
- Explain the safety measures during performance of physical activity.

Guiding Question(s):

What are safety measures to take during physical activity?

What are the benefits of physical activity?

How can you describe basic exercise from sedentary?

TN Curriculum Standard(s):

MS.7 Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression).

FPA.5 Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warm-up/cool-down).

FPA.6 Define the principles of training (e.g., overload, specificity, progression).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 4 on slide 13.

Vocabulary: Discuss the following aloud.

Aerobic organisms: Organisms that require oxygen to carry out the metabolic processes.

Anaerobic organisms: Organisms that do not require oxygen to carry out the metabolic processes.

Depression: An occasional sad mood that lasts for a few days, which is natural.

Disease: An abnormal condition of an organism, where the normal functions of the body are disturbed or impaired.

Emotion: A person's state of mind.

Energy: The ability to do work.

Exercise: Planned physical activity for the purpose of conditioning any part of the body.

FITT: The FITT formula stands for frequency, intensity, time/duration, and type of activity.

Health: A state of complete absence of illness or injury.

Heart: A hollow chambered muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation.

Mental health: A level of emotional and behavioral adjustment of someone.

Muscle: A bundle of fibrous tissue in animals that helps to move and maintain the position of body parts.

Physical activity: The movement of the body that uses energy.

Physical education: Instruction in physical exercise and games.

Physical fitness: An ability to carry out tasks without undue fatigue.

Sedentary lifestyle: An irregular physical activity.

Stimuli: An information that acts to arouse action.

Stress: Body's reaction to a change that required a physical, mental, emotional adjustment or response.

Take Attendance in PowerSchool (5 minutes)

Lesson A:

Lesson Introduction (I Do): 10 minutes-Lesson 4A: Tell students they will be working on a lesson about physical activity for life. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any physical activities they perform. The teacher will tell the students how they can do any physical activity and enjoy the activities. The teacher will tell students they have five minutes to list the activities that they enjoy.

Lesson Activities (We Do) 30 minutes: As a whole group complete the lesson activities and discuss.

Slide 1: Ask for student to read the objective(s)

Slide 2: Teacher will read the introduction

Slide 3: Watch the video on What is Physical Activity?

Slide 4: Ask a student to read aloud Risk of Physical Activity, fitting physical activity into your day, The elements of physical activity

Slide 5: Watch the video on improving fitness and read the article what is exercise

Slide 6: Read choosing activities and watch the video on What is the FITT Formula

Slide 7: Have students to read silently Training and Peak Performance of Physical Activity

Slide 8: Read and complete the activity on Safety during performance of Physical activity

Slide 9: Read aloud the physical activity injuries and discuss how to prevent injuries

Slide 10: Watch video on Treatment for Major injuries

Slide 11: Drag and Drop: Drag the items from the bottom to the slots on the right.

Supplemental: If time permits, complete the following activities.

Brain Pop: Page 1. At-Home Fitness

Safari: Page 2 - Invigorating Exercise

Page 3 - Energy Balance and Exercise

Page 4 - Energy Balance and Exercise

Page 5 - Energy Balance and Exercise

Page 6 - Energy Balance and Exercise

Page 8 - The Cardiovascular System

Page 10 - Sports Injuries

Lesson B:

Lesson Introduction (I Do): 10 minutes- Lesson 4B: Tell students they will be working on a lesson about physical activity for life. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any physical activities they perform. The teacher will tell the students how they can do any physical activity and enjoy the activities. The teacher will tell students they have five minutes to list the activities that they enjoy.

Lesson Activities (We Do) 30 minutes: As a whole group complete the lesson activities and discuss.

Slide 1: Ask for student to read the objective(s)

Slide 2: Teacher will read the introduction.

Slide 3: Physical Fitness – Show students the videos and the discuss the key points.

Slides 4-5: As a whole group, discuss five components of health-related fitness, complete the video, and discuss weight training.

Slides 6-7: Lead discussion on skill-related fitness, complete the activity and watch the videos.

Slide 8: Discussion heart rate and view the video

Supplemental: If time permits, complete the activities below.

Learn 360

- Page 3: Fitness Analysis (6:00)

Safari

- Page 5: The Cardiovascular System -1 (5:15)
- Page 6: The Cardiovascular System -2 (3:21)

Break: (10 minutes) Per Site Administrator

Lesson Review: 10 minutes

Lesson A

- Review Physical activity is any form of movement that causes your body to use energy.
- Physical fitness is the ability to carry out daily tasks easily and also to have enough reserve energy to respond to unexpected demands.
- According to the Centers for Disease Control and Prevention (CDC), there are many teens that do not make physical activity a part of their lives.
- Exercise is a purposeful, planned, structured, and repetitive physical activity that improves or maintains personal fitness.
- A personal physical activity program may include all sorts of activities like participation in physical education classes, doing household tasks (cleaning your room), and playing sports.
- Safety should be a major concern while participating in any sport or other physical activity. Personal safety can be increased by wearing reflecting clothes at night, wearing a whistle to blow when in danger, etc.

Lesson B

- Physical fitness refers to a set of attributes of a person to perform specific types of physical activity efficiently and effectively.
- The five health-related fitness components are body composition, cardiovascular endurance, muscular endurance, muscular strength, and flexibility.
- The six skill-related fitness components are agility, balance, coordination, power, reaction time, and speed.
- Heart rate is the number of times your heart beats in one minute and is measured in bpm.
- Target heart rate is an age-specific heart rate range to be maintained during aerobic exercise to receive physical benefits.

Independent Work – Posttest (They Do): 30 minutes - Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttests will count as the grade for the daily lesson.

Closing/Wrap Up: 5 minutes

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 5

Topic/Lesson Title & Grade Results #: Fitness Training/ Injury Prevention Lesson-5

Objective(s): Students will:

Lesson A

- Identify the benefits of circuit training.
- Describe the benefit of muscle development and training.
- Identify the importance of specificity training for athletes.

Lesson B

- Share the safety measures at home for injuries.
- Differentiate intentional and unintentional injuries.
- Explain the preventive measures for fires.
- Discuss firearm safety.
- Distinguish vehicular safety.

Guiding Question(s) Lesson A: What is circuit training? What are the benefits of muscle development and training? What is the importance of specific training for athletes?

Guiding Question(s) Lesson B: What are some safety measures at home to prevent injuries? How do you differentiate intentional and unintentional injuries?

TN Curriculum Standard(s):

FPA.PSR.9 Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words.

Vocabulary: 5A: Slide 4

Aerobic: Aims to increase the cardiorespiratory endurance.

Athlete: A person trained to compete in sports

Fitness: Good physical condition; being in shape or in condition.

Performance: The act of performing; of doing something successfully.

Sports: An active diversion requiring physical exertion and competition

Strength Training: Targets muscular strength.

Vocabulary: 5B: Slide 13

Accident: An unfortunate incident that happened unintentionally.

Blizzard: A severe snowstorm with high winds.

Disaster: A sudden accident that causes great loss of life.

Earthquake: A sudden shaking of the ground due to the Earth's crust or volcanic action.

Fire extinguisher: A portable device that discharges foam or gas to extinguish a fire.

Flood: An overflow of a large amount of water.

Fossil fuels: A natural fuel derived from the remains of dead plants and animals of previous geological times.

Hurricane: A storm with a violent wind.

Injury: Physical damage done to the body by accidents or violence.

Medication: A drug which is used to treat or prevent disease.

Muscle: A bundle of fibrous tissue in animals that helps to move and maintain the position of body parts.

Poison: The substance that can cause death.

Safety: A condition of being protected from danger or injury.

Ammonia: Colorless gas made of nitrogen and hydrogen.

Injury: Physical damage to the body by accidents or violence.

Smoke: Visible particles in the air due to the burning of substances.

Take Attendance in PowerSchool (5 minutes)

Lesson A

Lesson Introduction (I Do) 5 minutes): 5A: Tell students they will be working on a lesson about Fitness training and injury prevention. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know of to prevent injuries. The teacher will tell the students how they can train for fitness and enjoy fitness training in order to apply best practices for participating safely in physical education activities.

Lesson Activities (We Do) 30 minutes (Lesson 5A)

As a whole group, complete the Practice Activities. Discuss.

Slide 1: Have students to read aloud the objectives

Slide 2: Watch video 1- Fitness Training

Slide 3: Watch video 2-Fitness Training

Supplemental: If time permits, complete the activities.

Learn 360

Page 1-What is fitness?

Page 2- Fitness Components: Part 1

Page 3 -Fitness Components: Part 2

Safari

Page 5 - Mike Powell

Lesson B

Lesson Introduction (I Do) 5 minutes

Tell students they will be working on a lesson about injury prevention. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know of to preventing injuries. The teacher will tell the students how they can prevent intentional and unintentional injuries. The teacher will tell students they have (5 minutes) to list the ways they prepare their home from injuries.

Lesson Activities (We Do): 30 minutes (Lesson 5B)

Slide 1: Objective: Student will read the objectives aloud

Slide 2: Introduction: Teacher will give overview

Slide 3: Student will read How to prevent fires? Students will watch video **Controlling fire and kitchen safety fire**. Have a group discussion.

Slide 4: Student will read How to prevent falls? Students will watch video **Safety Awareness, Safety with Electricity, Safety with Poison and Medicine.** Have a group discussion.

Slide 5: Student will read Computer and video game safety? Students will do **Quiz me Safety on the job activity.**

Slide 6: Student will read water safety. Students will **complete Quiz me activity.**

Slide 7: Student will read Safety on the Road. Students will **watch video.**

Slide 8: Student will read Road Rage. Students will **complete Quiz me activity.**

Slide 9: Student will read weather emergencies and natural disasters. Students will **watch video on A look at the national weather service.**

Slide 10: Student will read about Floods. Discuss as a whole group.

Slide 11: Drag and Drop Activity: Drag the items from the bottom to the slots on the right.

Supplemental: If time permits, complete the following activities:

Safari: Page 2 – General Safety

Page 8 – Safety Awareness

Break: (10 minutes) Per Site Administrator

Lesson Review/Notes Review: 10 minutes:

- Summarize the lesson Summarize and review with students their understanding of major points.
- Physical activity is any form of movement that causes your body to use energy.
- Physical fitness is the ability to carry out daily tasks easily and also to have enough reserve energy to respond to unexpected demands.
- According to the Centers for Disease Control and Prevention (CDC), there are many teens that do not make physical activity a part of their lives.
- Exercise is a purposeful, planned, structured, and repetitive physical activity that improves or maintains personal fitness.
- A personal physical activity program may include all sorts of activities like participation in physical education classes, doing household tasks (cleaning your room), and playing sports.
Safety should be a major concern while participating in any sport or other physical activity.
- Personal safety can be increased by wearing reflecting clothes at night, wearing a whistle to blow when in danger, etc.

Independent Work – Posttest: (They Do) 30 minutes

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: 5 minutes

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 6

Topic/Lesson Title & Grade Results #: Biomechanics of Sports and Exercise

Objective(s): Students will

- Describe the major components of biomechanics.
- Identify various ways an athlete can benefit from biomechanics.

Guiding Question(s):

What are the major components of biomechanics?

What are various ways an athlete can benefit from biomechanics?

TN Curriculum Standard(s):

Standard(s): FPA.4, FPA.1, FPA.2, FPA.8

Standard Description(s):

-Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).

- Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).

- Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words.

Vocabulary: Slide 4

Biomechanics: The functioning of a particular part of a body.

Javelin: An athletic competition in which a javelin (a spear) is thrown as far as possible

Gymnast: An athlete who is skilled in gymnastics.

Newton's first law of motion: An object will continue its state of motion unless acted upon by some external net force.

Newton's second law of motion: Acceleration of an object is directly proportional to that net force acting on the object and inversely proportional to the mass.

Newton's third law of motion: For every action there is an equal and opposite reaction.

Propulsive: Having the power to propel

Straddle: A gymnastic exercise performed with a leg on either side of the parallel bars

Quantitative: Relating to the measurement of quantity.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do 10 minutes): Tell students they will be working on a lesson about Biomechanics of sports and exercise. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any athlete with a sports injury and develop an off-season step by step workout plan by the end of the lesson. The teacher will tell the students how they can train for fitness and enjoy fitness training to apply best practices for participating safely in physical education activities.

Lesson Activities (We Do) 60 minutes

Slide 1: Objective: Have students to read aloud the objectives

Slide 2: Introduction: Watch video 1- Biomechanics of Sports and Exercise. The teacher will direct students to watch the video. Pause at specific intervals to discuss and clarify research processes related to biomechanics and athletics.

Slide 3: Internet Article: Read and Annotate the article.

Supplemental (optional): Watch and discuss the videos as time permits.

Safari

Page 1 Biomechanics

Page 2 Foot Soldier

Break: (10 minutes) Per Site Administrator

Lesson Review (10 minutes): Summarize the lesson by reviewing daily vocabulary words, objectives and restate the guiding questions. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do) 30 minutes: Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: (5 minutes)

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 7

Topic/Lesson Title & Grade Results #: Nutrition and Hydration Lesson-7

Objective(s): Students will:

- Identify the importance of hydration in maintaining proper anatomical functions of the human body during exercise.
- Recognize the proper sports drink that should be ingested when participating in various types of physical activities.
- Identify the basic food groups that should be included in meals before and after participating in a strenuous athletic event.

Guiding Question(s):

- Why is it important to stay hydrated during exercise?
- What sports drink should you ingest according to the type of physical activities?

TN Curriculum Standard(s): Standard(s): FPA.3, HS.PW.1

Standard Description(s):

*Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).

* Identify the relationship between healthy eating and total wellness.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 7 on slide 3.

Vocabulary:

- **Athlete:** A person trained to compete in sports.
- **Fatty acids:** Simple molecules built around a series of carbon atoms linked together in a chain of 12 to 22 carbon atoms.
- **Hydration:** The process of combining with water; usually reversible.
- **Nutrition:** What needs to be eaten to sustain a person's body; food, esp. food containing the required vitamins and energy.
- **Supplement:** A quantity added (e.g., to make up for a deficiency).

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 10 minutes: Tell students they will be working on a lesson about nutrition and hydration. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know how to hydrate. The teacher will tell the students how they can plan a nutritious meal. The teacher will tell students they have (5 minutes) to list the foods they prepare at home.

Slide 1: Objective: Student will read the objectives aloud

Slide 2: Student will watch a video on **Nutrition and Hydration in Sports**

Lesson Activities (We Do) (60 minutes) The teacher will use the Lesson Plan from **Brain Pop Page 1** to analyze and discuss Nutrition knowledge using the movie and related reading provided. This can be found in the Supplemental.

Step 1: ACTIVATE PRIOR KNOWLEDGE

Ask students:

- What might happen to your body if you only ate dessert for an entire week?
- Why do you think eating vegetables is important?

Step 2: BUILD BACKGROUND

- Read the description on the **Nutrition topic page**.
- Play the **Movie**, pausing to check for understanding.
- Assign **Related Reading**. Have students read one of the following articles: “In Depth” or “Sickness and Health.” Partner them with someone who reads a different article to share what they learned with each other.

Step 3: APPLY and ASSESS

- Assign **Nutrition Challenge** and **Quiz**, prompting students to apply essential literacy skills while demonstrating what they learned about this topic.

Step 4: DEEPEN and EXTEND

Students express what they learned about nutrition while practicing **essential literacy skills** with one or more of the following activities. Differentiate by assigning ones that meet individual student needs.

- **Make-a-Movie**: Imagine you are the host of a food show. Create a tutorial to share a recipe for a nutritionally balanced meal.

Supplemental: Optional (if time permits)

Learn 360

Page 2: The body in Motion: Fitness, Skill, and Training (12:53)

Page 4: F.A.P.L Nutrition and Sports (31:09)

Page 5: Nutrition and Exercise (25:18)

Safari

Page 5: Eat to Win: Nutrition for Athletes

Break: (10 minutes) Per Site Administrator

Lesson Review 10 minutes: Summarize the lesson with lesson review in grade results. Review daily vocabulary words, restate the guiding questions. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): 30 minutes - Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: 5 minutes

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 8

Topic/Lesson Title & Grade Results #: Nutrition/Factors Affecting Performance Nutrition and Sport Lesson-8

Objective(s): Students will:

- Recognize the importance of balancing exercise and following a healthy diet.
- Discuss how eating unhealthy food can affect the lifespan of a person.
- Explain why it is important to recognize the nutritional value of food.

Guiding Question(s):

- Why is it important to have a well- balanced diet?
- How can eating unhealthy food affect a person's life span?
- Why is it important to recognize the nutritional value of food?

TN Curriculum Standard(s):

Standard(s): HS.PW.2, HS.PW.3, HS.PW.N. CE

Standard Description(s):

- Evaluate personal nutritional and energy needs.
- Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).
- Interpret food labels, critique fad diets, and recognize food safety practices.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from Lesson 8 B. There are no vocabulary words for Lesson 8 A.

Vocabulary:

Lesson A – There are no vocabulary words for Lesson 8A. Vocabulary words from Lesson 8B can be used for both lessons.

Lesson B

- **Dietitian:** A specialist in the study of diet and nutrition.
- **Fluids:** A substance that is fluid at room temperature and pressure.
- **Hydration:** The process of combining with water; usually reversible.
- **Nutrition:** What needs to be eaten to sustain a person's body; food, esp. food containing the required vitamins and energy.
- **Performance:** The act of performing; of doing something successfully.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: 8A: Tell students they will be working on a lesson about Fitness training and injury prevention. The teacher will tell the students to take a minute to think about any ways they know of to preventing injuries. The teacher will tell the students how they can train for fitness and enjoy fitness training in order to apply best practices for participating safely in physical education activities.

Lesson A

Lesson Activities (We Do) 30 minutes

Slide 1: Objective: Have students to read aloud the objectives

Slide 2: Watch video - The Exercise and Nutrition Connection

Slide 3: Have students to complete **Activity 1- Nutrition** and discuss as whole group

Slide 4: Activity 2- Nutrition

Supplemental: If time permits, have students to complete the following activity.

Brain Pop: Page 2- Energy Balance and Healthy Eating

Lesson B

Lesson Introduction (I Do): 10 minutes 8B - Tell students they will be working on factors affecting Performance-Nutrition and Sports. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know of to preventing injuries. The teacher will tell the students how they can prevent intentional and unintentional injuries. The teacher will tell students they have (5 minutes) to list the ways they prepare their home from injuries.

Lesson Activities (We Do): 30 minutes

As a whole group, complete the Practice Activities. Discuss.

Slide 1: Objective: Student will read the objectives aloud

Slide 2: Video: Factors affecting Performance Nutrition and Sports

Slide 3: Lesson Vocabulary- Ask students to repeat the word after you've read it aloud. Challenge the students to use the words in a sentence.

Supplemental: If time permits, have students to complete the following activity.

Safari: Page 3- Understanding Food Choices

Break: (10 minutes) Per Site Administrator

Lesson Review: (5 minutes)

Summarize Lesson 8A and Lesson 8B. Review daily vocabulary words, restate the guiding questions. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do) 30 minutes: Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up (5 minutes)

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education/9th-12th

Day: 9

Topic/Lesson Title & Grade Results #: Dance-Lesson 9

Objective(s): Students will:

Part A:

- Describe the importance of keeping an exercise journal.
- Identify the content that should be included in an exercise journal.
- Explain how chair dancing can be beneficial for people of all ages.
- Identify the steps in preparing to begin a chair dancing workout.

Part B:

- Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.
- Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.

Guiding Question(s):

Part A

What is the importance of keeping an exercise journal?

What should be included in an exercise journal?

Part B

When is the best time to use a social dance?

How can one differentiate positive social interactions in different cultures in dance?

TN Curriculum Standard(s):

Standard(s): MS.8, MS.9

Standard Description(s):

* Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine).

* Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words from lesson 9B on slide 12.

- **Box step:** The basic dance step of many ballroom dances.
- **Choreography:** Arrangement of a dance, a definite set of moves.
- **Elements of movement:** Time, space, and energy performed on their own or in combination to make dance.
- **Elevation:** Movement that allows the dancer to attain height, basic moves include the hop, jump, and leap.
- **Plié:** Bending of the knees.

Attendance in PowerSchool – 5 minutes

Lesson A

Lesson Introduction (I Do) 10 minutes: 9A: Tell students they will be working on a lesson about Fitness training and injury prevention. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know of to preventing injuries. The teacher will tell the students how they can train for fitness and enjoy fitness training in order to apply best practices for participating safely in physical education activities.

Lesson Activities (We Do) 15 minutes

Slide 1: Have students to read aloud the objectives

Slide 2: Introduction- Watch video on Chair Dancing

Slide 3: Watch video- How to create an Exercise Journal

Slide 4: Activity 1- Please read the article **Keeping a Fitness journal**. Answer the five questions based on the reading of the article.

Slide 5: Activity 2- Please read the article **Benefits of Dancing**. Answer the five questions based on the reading of the article.

Slide 6: Activity 3- Please read the article **Benefits of Hip-hop Dancing**. Answer the five questions based on the reading of the article.

Supplemental: If time permits, have students to complete the following activity.

Other: Page 2- Chair Dance Fitness

Lesson B

Lesson Introduction (I Do) 10 minutes: 9B: Tell students they will be working on a lesson about injury prevention. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute to think about any ways they know of to preventing injuries. The teacher will tell the students how they can compare and contrast the dancing styles of then and now. The teacher will tell students they have (5 minutes) to list the types of dances of today and the past that they can think of.

Lesson Activities (We Do): 45 minutes; As a whole group, complete the Practice Activities. Discuss.

Slide 1: Objective: Student will read the objectives aloud

Slide 2: Types of dance: Teacher and students will discuss

Slide 3: Student will read Basic dance vocabulary Students will **do quiz me activity**

Slide 4: Student will read article on Dance History

Slide 5: Student will read Basic Dance Steps/ Student will watch video on How to do the Waltz

Slide 6: Student will read Paragraph one aloud Basic Cha Cha Steps. Students will **watch video Four Basic Steps of the Cha Cha**

Slide 7: Students will **watch video on How to do Basic Swing Dance Steps**

Slide 8: Student will **watch video Basic Ballet Positions**

Slide 9: Student will complete True or False Activity

Slide 10: Drag and Drop Activity: Students will complete the activity. Drag the items from the bottom to the slots on the right.

Supplemental: If time permits, have students to complete the following activity.

Learn 360: Page 2- Dance Moves

Break: (10 minutes) Per Site Administrator

Lesson Review: 5 minutes

Types of Dances

- Ballet - first performed by members of the royal court
- Cha-Cha and Mambo - closely related to one another, invented in Latin countries.
- Foxtrot - developed by Harry Fox, a vaudeville star
- Rumba - the "grandfather of Latin dances"
- Swing - developed during the jazz era
- Square dance - uniquely American, named the "official folk dance" by Congressional act in 1982

Vocabulary

- Choreography - arrangement of a dance, a definite set of moves
- Elements of movement - time, space, and energy performed on their own or in combination to make dance
- Elevation - movement that allows the dancer to attain height, basic moves include the hop, jump, and leap
- Plié - bending of the knees
- Box step - the basic dance step of many ballroom dances

History

- Dance dates back to ancient times, as a form of spiritual expression, part of rituals, and in social gatherings
- The oldest proof dates back 9000 years as evidenced by cave paintings found in India
- The Renaissance saw many changes to dancing in Europe.
- Dances became more energetic after the French Revolution, even more so in 1844 with the emergence of the "international polka craze."
- The waltz became popular in the mid-1800s.
- Two-person ballroom dancing started with the careers of famous ballroom dancers Vernon and Irene Castle
- Modern day dances were invented in the early 20th century.

Independent Work – Posttest (They Do) 30 minutes: Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. Students will take 5 minutes to review their notes prior to the posttest. Posttest will count as the grade for the daily lesson.

Closing/Wrap Up: 5 minutes

Ask for a volunteer to restate the objective(s). Then, review each vocabulary word. Ask students if there are any objectives and /or vocabulary terms needing further explanation. Allow students to reflect when they would use the concept(s) in the real- world to help students connect their learning to everyday life.

Summer School Lesson Plan

Subject/Grade: Physical Education 9th-12th

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final posttest.
- Final Post-test will open. All students must complete the final post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up:

