

2025-25 School Year 2nd Semester WAG

**All handouts & further instructions are on my teacher's page from the school website and/or Canvas

**Students will be provided ample time to complete assignments it is important that students take every advantage to do their best!

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Learning Target Success Criteria 1 Success Criteria 2 Activation Focus Guided Collab Independent/Closing			1	2	3 Student Holiday/Professional Learning Day	4

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<p>5</p>	<p>6</p> <p>Beginning of 2nd Semester Rules, expectations, syllabus Components of a workout Activation (5 minutes)</p> <p>PE Chef Video (which component is the focus for the exercises given?) Focus (20 minutes)</p> <p>Review class expectations and syllabus, emphasizing participation, safety, and respect. Teach the components of a workout: Warm-Up: Prepares the body for exercise. Main Activity: Focuses on fitness goals (e.g., strength, endurance). Cool-Down: Promotes recovery and flexibility. Guided (10 minutes)</p> <p>Group discussion: "What happens to your body during each component of a workout?" Collaborative (10 minutes)</p> <p>Students work in pairs to outline an example workout (warm-up, main activity, cool-down). Independent/Closing (5 minutes)</p> <p>Distribute the "Components of a Workout" Worksheet for homework.</p>	<p>7</p> <p>Activation (5 minutes)</p> <p>Light jogging and dynamic stretches. Question: "Why is a warm-up essential before exercising?"</p> <p>Icebreaker: "Fitness Bingo" (e.g., find classmates who play sports, enjoy running, etc.).</p> <p>Focus (10 minutes)</p> <p>Review warm-up purpose and examples (e.g., high knees, jumping jacks). Guided (15 minutes)</p> <p>Practice a warm-up routine focusing on dynamic movements. Collaborative (10 minutes)</p> <p>Small groups create a 5-minute warm-up and present it to the class. Independent/Closing (5 minutes)</p> <p>Students reflect: "What did you feel during the warm-up? How does it prepare you for exercise?"</p>	<p>8</p> <p>Activation (5 minutes)</p> <p>Quick bodyweight exercises (e.g., squats, push-ups). Question: "How does the main activity align with fitness goals?" Focus (10 minutes)</p> <p>Discuss how strength and cardio are central to the main activity phase of a workout. Guided (15 minutes)</p> <p>Practice: Students complete a mini circuit (e.g., burpees, jump squats, resistance bands). Collaborative (10 minutes)</p> <p>Teams design a 10-minute main activity circuit incorporating strength and cardio. Independent/Closing (5 minutes)</p> <p>Journal: "What was the most challenging part of today's main activity and why?"</p>	<p>9</p> <p>Activation (5 minutes)</p> <p>Jump Rope & discuss Question: "Why is cooling down after a workout important?" Focus (10 minutes)</p> <p>Explain the benefits of cooling down and recovery exercises (e.g., reducing soreness). Guided (15 minutes)</p> <p>Practice: Students complete a cool-down routine focusing on static stretches and mindfulness. Collaborative (10 minutes)</p> <p>Pairs create a 5-minute cool-down routine and explain its benefits to the class. Independent/Closing (5 minutes)</p> <p>Exit ticket: "Write down three cool-down activities and their benefits."</p>	<p>10</p> <p>Activation (5 minutes)</p> <p>Students choose their favorite warm-up activity from earlier in the week. Focus (10 minutes)</p> <p>Recap the week's lessons on warm-up, main activity, and cool-down. Guided (15 minutes)</p> <p>Students participate in a teacher-led workout incorporating all components. Collaborative (10 minutes)</p> <p>In groups, students evaluate each other's performance and provide feedback. Independent/Closing (5 minutes)</p> <p>Students complete an exit assessment to check for understanding.</p>	<p>11</p>
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<p>12</p> <p>Weekly Learning Target: Students will demonstrate an understanding of flexibility training, cardiovascular endurance, strength training, and teamwork by actively participating in activities and reflecting on their progress.</p> <p>Success Criteria: I can explain the benefits of flexibility, cardiovascular and strength training for personal fitness. I can demonstrate proper form and techniques in physical activities. I can collaborate with peers to achieve group fitness goals.</p>	<p>13</p> <p>Week Overview: Focus on flexibility, strength, cardiovascular endurance, and teamwork.</p> <p>Day 1: Flexibility Activation (5 minutes)</p> <p>Dynamic stretching warm-up (e.g., high knees, arm circles). Quick question: "Why is flexibility important in everyday life?" Focus (10 minutes)</p> <p>Explain static vs. dynamic stretching with demonstrations. Discuss benefits of flexibility in fitness and injury prevention. Guided (15 minutes)</p> <p>Practice a yoga-inspired flow, focusing on proper form for key stretches (e.g., downward dog, lunges). Collaborative (10 minutes)</p> <p>Partner stretch activity: One partner guides the other through a series of stretches. Independent/Closing (5 minutes)</p> <p>Students reflect in journals: "What stretch felt most effective, and why?"</p>	<p>14</p> <p>Report Cards Activation (5 minutes)</p> <p>Bodyweight exercises (e.g., squats push-ups, planks). Question: "What muscles are activated during these exercises?" Focus (10 minutes)</p> <p>Explain muscle groups and the role of resistance training in personal fitness. Guided (15 minutes)</p> <p>Max Bench Collaborative (10 minutes)</p> <p>Team challenge: Groups create their own 3-move circuit focusing on upper and lower body strength. Independent/Closing (5 minutes)</p> <p>Students record one strength-based goal for the week.</p>	<p>15</p> <p>Cardiovascular Endurance Activation (5 minutes)</p> <p>Light jogging or skipping. Question: "How does heart rate reflect your fitness level?" Focus (10 minutes)</p> <p>Teach how to measure resting and active heart rates. Discuss the importance of cardiovascular endurance. Explain the concept of cardiovascular endurance, its benefits, and how to measure heart rate. Guided (15 minutes)</p> <p>Squat Burn Out with approved weight Circuit training: Demonstrate and practice stations (e.g., squats, lunges, resistance bands). Interval training: Alternate 1-minute jogging with 1-minute sprinting. Collaborative (10 minutes)</p> <p>Small groups analyze their heart rate patterns and share observations. Independent/Closing (5 minutes)</p> <p>Students calculate their target heart rate zones.</p>	<p>16</p> <p>Activation (5 minutes)</p> <p>Quick energizer game (e.g., freeze tag). Question: "How can teamwork make fitness more enjoyable?" Team-building activity: Passing a medicine ball relay-style. Question: "Why is teamwork important in fitness activities?" Focus (10 minutes)</p> <p>Review strategies for effective communication and collaboration during games. Guided (15 minutes)</p> <p>Introduce and practice rules for a fitness-based relay race. - Fitness relay: Groups rotate through stations with tasks requiring teamwork (e.g., group planks, synchronized movements). Collaborative (10 minutes)</p> <p>Teams compete in the relay, focusing on encouragement and sportsmanship. - Teams strategize and reflect on how they worked together effectively. Independent/Closing (5 minutes)</p> <p>Exit ticket: "One thing I did well in the relay and one area to improve." - Students write one example of how they supported their team during the activity.</p>	<p>17</p> <p>Activation (5 minutes)</p> <p>Group discussion: "What fitness skill or concept did you enjoy most this week?" - Warm-up: Students lead the class in their favorite dynamic stretches. Question: "What was your biggest takeaway from this week?" Focus (10 minutes)</p> <p>Recap key learnings: flexibility, strength, endurance, teamwork. Guided (15 minutes)</p> <p>Fitness challenge: Students rotate through flexibility, strength, and endurance stations to apply their skills. Collaborative (10 minutes)</p> <p>Peer feedback: Partners evaluate each other's performance at each station. Independent/Closing (5 minutes)</p> <p>Reflection: Students set a personal fitness goal for next week. - Exit ticket: "What is one fitness goal you'll work on next week, and how will you achieve it?"</p>	<p>18</p>
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19 MAKEUP &	20 MLK Jr. Holiday	21 Asynchronous	22 Asynchronous	23 Asynchronous	24 Asynchronous	25
26 Weekly Learning Target: Students will demonstrate an understanding of flexibility training, cardiovascular endurance, strength training, and teamwork by actively participating in activities and reflecting on their progress. Success Criteria: I can explain the benefits of flexibility, cardiovascular and strength training for personal fitness. I can demonstrate proper form and techniques in physical activities. I can collaborate with peers to achieve group fitness goals.	27 Activation Pickle ball video & 4 rule takeaways 5 min jump roping warm up Focus Review of Pickleball Guided N/A Collab Fitness circuit 2 x 10 Independent/Closing Cool down stretch	28 Activation Review of 5 components Focus Coach provide expectations for oral assessment Guided N/A Collab Volleyball, Walk, Free Play Independent/Closing Cool down	29 Activation Warmup 2 min jump, push ups & tuck jumps (10,9,8) Focus 5 minute walk Volleyball, Walk, Free Play Guided N/A Collab Students will work together to compete in volleyball Independent/Closing N/A	30 Activation N/A Focus 5-minute jump rope Flexibility expectations: students use Stretching chart from teacher's page and pick three stretches from each column and hold for 15 seconds each. (If it is a single leg or arm stretch, that stretch counts as one after both right and left are completed). You will complete a total of 18 stretches & this should take about 7-8 minutes if done correctly Guided N/A Collab Students can choose to stretch together with partner Independent/Closing Review of components of fitness covered -Volleyball, Walk, and/or Free Play	31 Activation N/A Focus 10 minute walk Guided N/A Collab N/A Independent/Closing Student compete in volleyball, walk, or play basketball	

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February 2025						
◀ Jan 2025						Mar 2025 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Sports Jobs & New Games -statistician	3 Activation (5 minutes) James Naismith video: https://www.youtube.com/watch?v=AdGeedbl1fg https://www.youtube.com/watch?v=RMfzRbzIN7E (who invented basketball?) Focus (10 minutes) Class discussion of the review of the video Guided (15 minutes) 1.As a class review steps for creating own sports game 2.Review of the game of "Chico" rules and skills Collaborative (20 minutes) 1.Defense & offense groups based on teams' assignments (6-8 players per team) *defense focus on area *offense focus on passing, dribbling, screening, and cutting Independent/Closing (5 minutes)	4 Activation (5 minutes) Teams warmup using options from Darbee handouts Focus (10 minutes) Review rules and expectations for sportsmanship during the tournament. Guided (15 minutes) Round-robin tournament setup: Teams play short games (e.g., first to 7 points). Teams that are not playing will complete roles 1.referee (2 on each side) 2. score keeper 3. stats clerks 4. skills analysis Collaborative (20 minutes) Tournament continues, with students tracking scores and giving and receiving feedback. Independent/Closing (5 minutes) Reflection: Students write about their tournament performance and what they learned about teamwork and completing roles	5 Activation (5 minutes) Teams warmup using options from Darbee handouts Focus (10 minutes) Review rules and expectations for sportsmanship during the tournament. Guided (15 minutes) Round-robin tournament setup: Teams play short games (e.g., first to 7 points). Teams that are not playing will complete roles 1.referee (2 on each side) 2. score keeper 3. stats clerks 4. skills analysis Collaborative (20 minutes) Tournament continues, with students tracking scores and giving and receiving feedback. Independent/Closing (5 minutes) Reflection: Students write about their tournament performance and what they learned about teamwork and completing roles	6 Activation (5 minutes) Teams warmup using options from Darbee handouts Focus (10 minutes) Students given video assignment to explain the game of chico, reflect on what they learned regarding the skills necessary to compete, ways you would change how the game is played, and what is the overall purpose of learning how to play different games. Guided (15 minutes) Collaborative (20 minutes) Students utilize remaining time to complete video with group members or as individuals but each student will upload their video to Canvas even if working in a group Independent/Closing (5 minutes) Video completion and submission	7 Activation (5 minutes) N/A Focus (10 minutes) Students reminded of video assignment for assessing the understanding of the game Chico Guided (15 minutes) N/A Collaborative (20 minutes) Same as previous day Independent/Closing (5 minutes) Reflection: Students write about their tournament performance and what they learned about teamwork.	8

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<p>9</p> <p>Weekly Learning Target: Students will understand and apply the basic rules, techniques, and skills of pickleball and demonstrate sportsmanship in a tournament setting.</p> <p>Success Criteria: I can explain the basic rules of pickleball. I can demonstrate correct techniques for serving, volleying, and rallying. I can participate in a pickleball game while following the rules. I can display teamwork and sportsmanship during the tournament.</p>	<p>10</p> <p>Activation (5 minutes)</p> <p>Warm-up: Light jogging around the court and dynamic stretches.</p> <p>Quick discussion: "What do you already know about pickleball?"</p> <p>Focus (15 minutes)</p> <p>Explain the history of pickleball, basic rules, court layout, and equipment.</p> <p>Show a diagram of the court and explain key areas: baseline, service area, non-volley zone (kitchen).</p> <p>Guided (10 minutes)</p> <p>Demonstrate basic techniques: serving, forehand, backhand, and positioning.</p> <p>Collaborative (10 minutes)</p> <p>Partners practice basic serves and returning the ball.</p> <p>Independent/Closing (5 minutes)</p> <p>Distribute the Pickleball Worksheet as homework.</p>	<p>11</p> <p>Activation (5 minutes)</p> <p>Quick game: Students volley with a partner to keep the ball in play as long as possible.</p> <p>Focus (10 minutes)</p> <p>Discuss strategies for positioning and rallying.</p> <p>Emphasize proper grip and control.</p> <p>Guided (15 minutes)</p> <p>Skill drills:</p> <p>Serving into specific zones of the court.</p> <p>Forehand and backhand rallies with partners.</p> <p>Collaborative (10 minutes)</p> <p>Small groups practice rallying and keeping score.</p> <p>Independent/Closing (5 minutes)</p> <p>Reflection: "What was your biggest improvement in today's session?"</p>	<p>12</p> <p>Activation (5 minutes)</p> <p>Warm-up: Partner volleys, aiming for 20 continuous hits.</p> <p>Focus (10 minutes)</p> <p>Review the scoring system and game flow.</p> <p>Guided (15 minutes)</p> <p>Practice mini-games: 5-point games focusing on correct serving and returning.</p> <p>Collaborative (10 minutes)</p> <p>Teams rotate in a round-robin format, with the coach monitoring for rule adherence.</p> <p>Independent/Closing (5 minutes)</p> <p>Students complete a quick quiz on the worksheet content (rules, skills, court layout).</p>	<p>13</p> <p>Progress Report 1</p> <p>Activation (5 minutes)</p> <p>Review warm-up drills from earlier in the week.</p> <p>Focus (10 minutes)</p> <p>Discuss strategies for doubles play, including communication and teamwork.</p> <p>Guided (15 minutes)</p> <p>Partnered games to practice tournament scenarios (serving order, scoring, rallying).</p> <p>Collaborative (10 minutes)</p> <p>Teams develop a simple strategy and share it with the class.</p> <p>Independent/Closing (5 minutes)</p> <p>Exit ticket: "What will you focus on during the tournament tomorrow?"</p>	<p>14</p> <p>Student Holiday/Professional Learning Day</p>	<p>15</p>
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16	17 Student/Teacher Holiday	18 PowerUp Asynchronous Learning	19 Activation (5 minutes) Teams warm up by practicing serves and volleys. Focus (10 minutes) Review rules and expectations for sportsmanship during the tournament. Guided (15 minutes) Round-robin tournament setup: Teams play short games (e.g., first to 7 points). Collaborative (20 minutes) Tournament continues, with coaches tracking scores and giving feedback. Independent/Closing (5 minutes) Reflection: Students write about their tournament performance and what they learned about teamwork.	20 Activation (5 minutes) Teams warm up by practicing serves and volleys. Focus (10 minutes) Review rules and expectations for sportsmanship during the tournament. Guided (15 minutes) Round-robin tournament setup: Teams play short games (e.g., first to 7 points). Collaborative (20 minutes) Tournament continues, with coaches tracking scores and giving feedback. Independent/Closing (5 minutes) Reflection: Students write about their tournament performance and what they learned about teamwork.	21	22
23	24	25	26	27	28	

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<div> <div>◀ Feb 2025</div> <div>March 2025</div> <div>Apr 2025 ▶</div> </div>						
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						1
2	3 Block (no class)	4 Cone Drills (1 cone per person): Set up cones in a straight line or zigzag pattern. Exercise: Sprint to each cone, touch the base, and sprint back. Emphasize sharp turns and maintaining a low center of gravity. Dumbbells: Introduce light weight training for building strength in legs and arms. Exercise: Squats, lunges, and overhead presses with dumbbells. Focus on maintaining proper form and control. Core Workouts: Exercise: Planks, Russian twists, leg raises, and bicycle crunches. Focus on strengthening the core to enhance balance and stability for agility. Jump Rope: Exercise: Basic jump rope, single-leg jumping, or alternating feet. Focus on rhythm, timing, and cardiovascular endurance. Cool-down (5 minutes) Gentle Stretching: Focus on hamstrings, quads, calves, and shoulders	5 Mastery of Agility Drills and Introduction to Frisbee Throwing Learning Targets: I can demonstrate the proper form and technique for throwing a frisbee and guiding it to a target without catching it. Warm-up (10 minutes) Dynamic Stretching Routine (5-7 minutes) Include arm stretches for throwing. Instructional Component (15 minutes) Frisbee Throwing Technique: Grip: Hold the frisbee with a firm grip using your thumb and forefinger, leaving the other fingers spread out on the underside. Posture: Stand with your feet shoulder-width apart. Keep your throwing arm back, elbow bent at 90 degrees. Throwing Motion: Extend your arm forward and snap your wrist for spin. Accuracy: Focus on guiding the frisbee towards a specific target without catching it. Review Agility and Speed Benefits (from Day 1): Reinforce the importance of agility and speed for various sports and physical activities. Stations (30 minutes) Agility Dots:	6 Assessment and Application of Agility, Speed, and Frisbee Techniques Learning Targets: I can demonstrate the proper form and technique for throwing a frisbee and guiding it to a target without catching it. I can perform agility and speed exercises with proper technique. Warm-up (10 minutes) Dynamic Stretching Routine. Activity Stations (30 minutes) Rotate through all stations, but this time, include assessment criteria that will be evaluated by coaches. Each station will focus on mastery of the exercises: Agility Dots: Speed, coordination, and balance. Ladder Drills: Quickness and control of footwork. Cone Drills: Speed, turning technique, and overall performance. Frisbee Throwing: Accuracy and form. Jump Rope: Endurance and rhythm. Assessment (10 minutes) Coaches should observe the following and use a rubric for assessment: Agility and Speed: Demonstrates good technique in agility drills, shows improvement in speed and coordination.	7 Block No class	8

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			<p>Review previous exercises. Challenge students to move faster or change their movement patterns. Ladder Drills:</p> <p>Encourage students to increase their speed and add complexity to their footwork. Cone Drills:</p> <p>Students perform cone drills while incorporating frisbee throws between cone sprints to work on hand-eye coordination. Frisbee Throwing Drill:</p> <p>Introduce students to frisbee target practice. Set up targets (e.g., cones or baskets) and have students practice throwing the frisbee to the target without catching it. Exercise: Practice forehand and backhand throws. Focus on guiding the frisbee with precision. Cool-down (5 minutes) Gentle Stretching: Focus on shoulders and wrists.</p>	<p>Frisbee Technique: Shows good form in throwing the frisbee, with accuracy towards the target. Strength and Core Work: Performs exercises with proper form and control. Overall Mastery: Ability to combine the skills into a fluid workout routine with proper technique. Cool-down (5 minutes) Stretching: Focus on muscle relaxation and flexibility.</p>		
<p>9</p> <p>PE Standards (Georgia)</p> <ul style="list-style-type: none"> Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. Standard 2: Applies knowledge of concepts, 	<p>10</p> <p>PowerUp Asynchronous Learning Day</p>	<p>11</p> <p>Technique Practice & Rules Familiarization Objective: Students will practice the proper technique for tossing Cornhole and Disc Slam and familiarize themselves with the rules of both games. They will also work through small challenges with different pairings.</p> <p>Warm-Up (10 minutes): Dynamic stretches (5</p>	<p>12</p> <p>Tournament Play - Group 1 (Cornhole) Objective: Students will engage in tournament play using Cornhole, with rotations between groups. They will be responsible for keeping score during the games.</p> <p>Warm-Up (10 minutes): Dynamic stretches (5 minutes). Game-specific warm-up drills (5 minutes):</p>	<p>13</p> <p>Tournament Play - Group 2 (Disc Slam) Objective: Students will continue with tournament play, this time using Disc Slam, while rotating between groups. Students will continue to keep score.</p> <p>Warm-Up (10 minutes):</p>	<p>14</p> <p>Tournament Play - Group 3 (Walking) Objective: Students will engage in tournament play with the walking group rotating through all stations (Cornhole, Disc Slam, Walking).</p> <p>Warm-Up (10 minutes): Dynamic stretches (5 minutes). Game-specific warm-up drills (5 minutes): Practice tossing or</p>	<p>15</p>

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<p>principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> • Standard 3: Exhibits a physically active lifestyle. • Standard 4: Achieves and maintains a health-enhancing level of physical fitness. <p>Lesson Target & Success Criteria: <u>Target:</u> Students will demonstrate competency in tossing Cornhole bags and Disc Slam discs, adhering to game rules, and participate in a friendly competition setting. <u>Success Criteria:</u> Demonstrating proper technique for both Cornhole and Disc Slam. Engaging in tournament play and keeping accurate scores. Collaborating as a team and following the rules for both games.</p>		<p>minutes): Arm circles, leg swings, walking lunges. Game-specific warm-up drills (5 minutes): Practice tossing the bean bags and discs for 5-10 minutes to get used to the motions. Activity (30 minutes): Cornhole Practice (15 minutes) Demonstrate proper tossing technique (flat wrist, aim for a slight arc). Have students pair up and practice tossing with a challenge: First pair to 5 successful tosses wins. Then extend the challenge to 10 successful tosses. Length extensions: After students are comfortable with shorter distances, have them increase the distance between the tosses (e.g., 10 ft, 15 ft). Disc Slam Practice (15 minutes) Demonstrate proper disc tossing and the required aim and spin for the game. Pair students and have them practice throwing discs into designated targets with a challenge: First pair to land 5 successful tosses wins. Then extend the challenge to 10 successful tosses. Length extensions: Adjust the distance and difficulty as students get</p>	<p>Practice tossing bags. Activity (35 minutes): Tournament Play (25 minutes) Students will compete in Cornhole in pairs, with games going to 10 points. Rotation Setup: Group 1 plays Cornhole, Group 2 plays Disc Slam, Group 3 walks. Students who aren't playing will keep score for the current match. Pairing system: Rotate pairs so everyone gets a chance to compete. Students should follow the rules for Cornhole and record scores correctly. Cool Down (5 minutes): Light jogging or walking to lower heart rates. Stretching. Assessment (5 minutes): Observe scorekeeping students for accuracy. Observe gameplay for adherence to rules and proper technique.</p>	<p>Dynamic stretches (5 minutes). Game-specific warm-up drills (5 minutes): Practice disc throwing. Activity (35 minutes): Tournament Play (25 minutes) Group 2 competes in Disc Slam, with games going to 10 points. Rotation Setup: Group 2 plays Disc Slam, Group 3 walks, Group 1 plays Cornhole. Students who aren't playing will keep score. Continue rotation system so all students participate. Cool Down (5 minutes): Light jogging or walking to lower heart rates. Stretching. Assessment (5 minutes) Evaluate students for accuracy in scoring and adherence to the game rules. ***PRIZE for WINNERS 1.EXTRA CREDIT</p>	<p>walking drills as needed. Activity (35 minutes): <i>*FREE PLAY if time permits after tournament**</i> Tournament Play (25 minutes) Group 3: Walking group will rotate through Cornhole and Disc Slam stations as well. Games go to 10 points. Students who aren't playing will continue to score keep. Ensure the rotations are smooth and everyone gets a chance to play and keep score. Cool Down (5 minutes): Light walking or jogging. Stretching to end the session. Assessment (5 minutes): Final check on accuracy of scorekeeping. Peer feedback from players on teamwork and performance.</p>	
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		<p>comfortable. Rules Familiarization (10 minutes):</p> <p>Discuss the rules of Cornhole: Scoring system, rules for tossing, and penalties. Discuss the rules of Disc Slam: How points are scored, how to properly throw the disc, etc. Students should ask questions and engage with a quick Q&A. Cool Down (5 minutes):</p> <p>Gentle stretching (focus on arms, shoulders, legs). 3-5 minutes of walking or light jogging. Assessment (5 minutes):</p> <p>Observe students during practice. Are they using proper form and technique? Give informal feedback as students complete the challenges.</p>		2.CHIPS or CANDY		
16	17 Disc Slam	18 Disc Slam	19 Disc Slam	20 Disc Slam	21 Free Play	22
23 Standards of Excellence (Georgia PE Standards): PEHS.3: Demonstrates competency in a variety of motor skills and movement patterns. PEHS.4: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	24 Learning Target: "I can demonstrate the basic skills needed to play ping pong and pickleball." Activation: Quick class discussion: "Have you played paddle games before? What skills might be important?" Focus Lesson:	25 Understanding the Court & Rules Learning Target: "I can explain the basic rules and sections of the Ping Pong and Pickleball court." Activation: Students sketch what they think the Ping Pong & Pickleball courts look like	26 Cardio Day Cardio & Rules Comprehension Handout Learning Target: "I can analyze the rules of Ping Pong and Pickleball and explain them in my own words." Activation:	27 Skill Development & Strategy Learning Target: "I can demonstrate effective game	28 Spring Semester Progress Report 2 Gameplay & Tournament Style Matches Learning Target: "I can apply my paddle game skills and strategies in a competitive setting." Activation:	29

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<p>PEHS.5: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PEHS.6: Exhibits responsible personal and social behavior that respects self and others.</p> <p>PEHS.7: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>Overview of Ping Pong & Pickleball</p> <p>Show a short video of each game in action</p> <p>Discuss grip, stance, and basic strokes</p> <p>Guided Practice:</p> <p>Students practice grip and stance with a partner</p> <p>Ball control drills (bouncing the ball on the paddle, controlled hits)</p> <p>Collaboration:</p> <p>Small groups rotate between Ping Pong and Pickleball stations, focusing on hitting and controlling the ball</p> <p>Independent Work:</p> <p>Students reflect in their online journals:</p> <p>What skills did you struggle with today? How can you improve?</p> <p>Exit Ticket: What is one skill you feel comfortable with, and one skill you need to practice more?</p>	<p>Focus Lesson:</p> <p>Teacher explains court dimensions, boundaries, service areas, and faults</p> <p>Compare similarities and differences between the two sports</p> <p>Guided Practice:</p> <p>Walkthrough of the court setup, using tape or markers on the floor</p> <p>Service line drill: Students practice serving while aiming for the correct sections</p> <p>Collaboration:</p> <p>Teams quiz each other on court sections and game rules</p> <p>Independent Work:</p> <p>Students label a blank court diagram with correct sections</p> <p>Exit Ticket: What is one major rule difference between Ping Pong & Pickleball?</p>	<p>Discussion: "How does cardio exercise help in sports like Ping Pong and Pickleball?"</p> <p>Focus Lesson:</p> <p>Explain the importance of cardio endurance in fast-paced paddle sports</p> <p>Demonstrate and lead 10-minute cardio circuit:</p> <ul style="list-style-type: none"> ✓ Jump rope (1 min) ✓ High knees (1 min) ✓ Shuttle runs (1 min) ✓ Rest (1 min) ✓ Repeat 2 rounds <p>Guided Practice:</p> <p>Students participate in aerobic drills, focusing on agility</p> <p>Short discussion: "How do these exercises help with paddle sports?"</p> <p>Collaboration:</p> <p>Pairs discuss game rules and answer handout questions together</p> <p>Independent Work:</p> <p>Students complete the rules comprehension worksheet and upload answers online</p> <p>Exit Ticket: How does cardio help your paddle game performance?</p>	<p>strategies and shot placement."</p> <p>Activation:</p> <p>Quick strategy talk: "What's more important—power or control? Why?"</p> <p>Focus Lesson:</p> <p>Explain different shot types (forehand, backhand, drop shot, smash)</p> <p>Discuss basic strategies: positioning, shot selection, anticipation</p> <p>Guided Practice:</p> <p>Students work on placement drills, aiming for specific areas</p> <p>Collaboration:</p> <p>Small teams</p>	<p>Review rules and strategies learned this week</p> <p>Focus Lesson:</p> <p>Explain game structure and scoring for match play</p> <p>Guided Practice:</p> <p>Warm-up rallying (3–5 min per pair)</p> <p>Collaboration:</p> <p>Mini-Tournament: Students play short matches, rotating every 5–7 minutes</p> <p>Independent Work:</p> <p>Self-reflection: What was your biggest improvement this week?</p> <p>Exit Ticket: What's one thing you'll work on next time you play?</p>	
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				<p>simulate game scenarios, testing strategies</p> <p>Independent Work:</p> <p>Students write a game strategy plan</p> <p>Exit Ticket: What's one strategic move you can use to win a point?</p>		
30	31 Games & Fitness Principles Portfolio Project rollout Options -google slides -powerpoints -canva -posterboard	Ping Pong video: https://www.youtube.com/watch?v=9ZoEMXyP9Lc Pickleball video: https://www.youtube.com/watch?v=pDDwZgepQeE&t=39s Semifinal pickle ball double match: https://www.youtube.com/watch?v=qGZ0ZemA6dc				

April 2025						
◀ Mar 2025						May 2025 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5

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6	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break	12
13	14 Spring Break	15	16	17	18 Student/Teacher Holiday	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
◀ Apr 2025						Jun 2025 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Semester Exams	20 Semester Exams	21 Semester Exams	22 Semester Exams	23 Last Day of School/Early Release Semester Exams	24
25	26 Memorial Day Holiday	27	28 Report Cards	29	30	31