

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing					1	2
3 Learning Target Success Criteria	4	5 First Day of School First Day of School Rules & Expectations Rituals & Routines Obj: Following rules and procedures, routines appropriate for training A -attendance & intro F -Class Expectations G -Gym Circle C - Gym Walk I - Back to Class	6 Walk (10 min)-new gym?? Rules & Expectations Rituals & Routines Syllabus Review Muscle Vocabulary & Exercise Terminology Obj: identifying major muscles groups A -muscle video F -coach review & demo G -N/A C - students identify muscles with partner I - peer review -watch video -color sheet & matching sheet -Warmup (Review of dynamic & static) Activation: 5-minute group-paced indoor/outdoor walk Focus: *Quick review of rules & expectations (teacher-led) *Quizziz: "Rules & Routines" interactive quiz (graded or for practice) Collaboration: Group matching activity with muscle group diagrams and terminology (e.g., "match biceps with curls," etc.) Independent: *PE Notebook: Define 10 muscle groups and 5 exercise terms (F.I.T.T., Reps, Sets, Circuit, Warm-up)	7 Quiz on Rules, Expectations, & Syllabus -Students work on presentation for Friday A -N/A F - coach review expectations G -WIX.COM REVIEW (PORTFOLIO IDEA) C - group practice & present I - peer review *Activation: Quick 2-minute stretch routine (student-led volunteer) *Focus: Vocabulary Quiz (terms + muscle identification) *Collaboration: Circuit stations (6 stations – 45 sec each): 1.Push-ups 2.Squats 3.Jumping jacks 4.Plank hold 5.Arm circles 6.Wall sit <i>(Students annotate in notebook which muscles are being used at each station)</i> <ul style="list-style-type: none"> Independent: Reflection in PE notebook: "Which station challenged you the most and why?" 	8 Walk & Free Play (those not playing will walk) Quiz makeups <ul style="list-style-type: none"> Activation: Group-paced walk or jog (use of pedometer or HR check optional) Focus: Brief review of vocabulary/muscles for those needing reinforcement Collaboration: Peer quiz review in pairs (students quiz each other using index cards or notebook) Independent: *Quiz make-ups (Rules or Vocabulary) *Optional challenge: Create 5-question quiz for a peer using this week's content 	9

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10 Learning Target Success Criteria Disc Tag & Fitness Circuit	11	12	13	14	15	16
17 Learning Target Success Criteria Fitnessgram-PRE Heart Rate, Target Zones, & Phases of a workout-SMART goal Learning Target I can explain how one's maximum heart rate, target HR and percentage heart rate are used to create a fitness plan to reach a SMART fitness goal I can calculate my Max HR and THR I can locate my radial and carotid pulse Success Criteria 1 I can locate and calculate my heart rate from the carotid or radial pulse and determine my THR using percentage of Max HR Success Criteria 2 I can explain how to calculate maximum heart rate and tracking my HR helps me monitor exercise intensity and improve fitness	18 A-students watch fitness challenge and video for checking heart rate and how to find maximum HR F-coach cold call student for review of information from video/Do Now G- 1. calculate Max HR together, resting HR and record 2. student perform cardio such as jump rope, high knees, or jump and jacks 3. immediately check and record HR using carotid or radial pulse C-student work with partner on handout focusing on the importance of HR when exercises as it pertains to maximum, resting, and target I-N/A	19 A-dynamic-leg swings, arm circles, high knees F-static G-coach provided demo for various groups & C- groups (go to designated area while implementing team roles) **court splits <u>Activity 1 (10 minutes)</u> -tic tac toe-bean bag toss (3-5 different games) -best of 3 -tournament style if numbers are too large (double elimination) <u>Activity 2: 2 x 30 secs</u> -students stay in current groups when switching -tricep dips -squats -plank shoulder taps -calf raises -push ups -chair or bleacher jumps (calculate and record resting, max, and HR after workout) I-3-5 minute cool/down walk /Record HR after	20 A-record resting HR then begin group warmups using darbee exercises as guide F-coach facilitate and provide reminders of expectations G-N/A C-mile walk/run I-HR check & record	21 A-dynamic-leg swings, arm circles, high knees F-static G-coach provided demo for various groups & C- groups (go to designated area while implementing team roles) **court splits <u>Activity 1 (10 minutes)</u> -tic tac toe-bean bag toss (3-5 different games) -best of 3 -tournament style if numbers are too large (double elimination) <u>Activity 2: 2 x 30 secs</u> -students stay in current groups when switching -tricep dips -squats -plank shoulder taps -calf raises -push ups -chair or bleacher jumps (calculate and record resting, max, and HR after workout) I-3-5 minute cool/down walk Record HR after	22 A-login to quizziz F-reminder of assessment expectations G-N/A C-N/A I-HR assessment	23
24 Learning Target Success Criteria FITT principle RoundNet/Spikeball	25	26	27	28	29	30

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Activation Focus Guided Collab Independent Closing Learning Target Success Criteria Complete makeups, conferences, parent contact, & recognition of those doing well	1 Labor Day	2 PowerUp Asynchronous Learning Day	3	4	5	6

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>7</p> <p>Learning Target Success Criteria</p> <p>5 components of fitness</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>8</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>9</p> <p>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</p> <p>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>10</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</p> <p>Circuit training: Demonstrate and practice stations (e.g., squats, lunges, resistance bands).</p> <p>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>11</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>12</p> <p>Fall Semester Progress Report #1</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>13</p>
<p>14</p> <p>Learning Target Success Criteria Portfolio Progress -Overload & Progression Principle Volleyball</p>	<p>15</p>	<p>16</p>	<p>17</p>	<p>18</p>	<p>19</p>	<p>20</p>

September 2025						
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21 Learning Target Success Criteria New Game Creation Project Portfolio progress check	22	23	24	25	26	27

<p>28 Learning Target Success Criteria Basketball</p> <p>Learning Target 1.1 can demonstrate proper basketball dribbling, passing, and shooting techniques 2.1 can apply basketball skills in games 3.1 can understand the role of cardiovascular fitness in basketball performance Success Criteria 1 I can use proper techniques for dribbling, passing, and shooting accurately in drills and games Success Criteria 2 I can collaborate with teammates and apply strategies during game play</p> <p>I can monitor my HR during activity to ensure I am working within my THR for optimal fitness Basketball & Makeups</p> <p>Students will be assessed on their ability to demonstrate basketball skills (dribbling, passing, shooting) and apply offensive/defensive strategies during game play. Students will also be evaluated on their ability to monitor heart rate during activity and reflect on their fitness progress.</p>	<p>29 Activation (10 min): -Students determine groups/teams & roles within</p> <p>Warm-up: Jogging and dynamic stretches focusing on the lower body (5 min). Brief discussion on the importance of dribbling, passing, and shooting in basketball. Students will recall prior knowledge about basketball skills. Focus (15 min): Teacher-led(video or cold call student) demonstration of proper dribbling, passing, and shooting techniques. Explain the connection between these skills and game performance. Guided Practice (20 min): Students practice dribbling in groups, focusing on control and speed. Progress to passing drills in small groups (chest pass, bounce pass). -3 line passing half court with lay up -Argentina 2 groups 1/2 court</p> <p>Shooting form drill (focus on hand</p>	<p>30 Activation (10 min): Warm-up: Jump rope and lateral shuffles (5 min). Discuss the importance of cardiovascular endurance in basketball (quick movements, maintaining pace). Focus (15 min): Teacher explains how heart rate affects performance in basketball. Demonstration of how to check radial/carotid pulse after physical activity. Guided Practice (20 min): Students complete basketball-specific fitness drills: suicides, defensive slides, jump shots with focus on maintaining a steady heart rate. At intervals, students check their heart rate and compare to target heart rate zone. Collaborative Practice (15 min): 4 vs. 4 full-court game focusing on maintaining endurance and tracking heart rate. Teams will rotate after each game to allow for recovery and reflection on heart rate. Teams/Groups 1.Competition (2 teams) 2. Recording your HR data 3.Referee 4. statistics (1 for each team): traveling, turnover, shot attempts, shots made 5.score keepers 6. Recording your HR data</p> <p>Independent/Closing (10 min):</p>	
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	<p>placement, stance, follow-through). -4 spot shooting (stay in your line & rotate on whistle) -split courts (competition) <u>Collaborative Practice (15 min):</u></p> <p>3 vs. 3 small-sided games with a focus on applying dribbling and passing. Students receive feedback from peers and teacher on execution. Independent/Closing (10 min):</p> <p>Cool down: light jog, static stretches. Reflect on which skill they found the most challenging and why.</p>	<p>Cool down: Walking, static stretching. Students record their heart rate post-game and compare it to their target heart rate zone.</p>				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Activation Focus Guided Collab Independent Closing</p>			<p>1</p> <p>Activation (10 min):</p> <p>**CHANGE due to weather: Warmup & Timed Mile on Track (Fitnessgram preparation)**</p> <p>Warm-up: Defensive slide drills and passing drills. Discuss the roles of offense and defense in basketball. Focus (15 min):</p> <p>Teacher introduces key offensive and defensive strategies (e.g., pick-and-roll, zone defense). Explanation of how teamwork and positioning are crucial to success. Guided Practice (20 min):</p> <p>Students practice offensive plays in teams (pick-and-roll, give-and-go). Rotate to defense, practicing man-to-man and zone defense setups. Collaborative Practice (15 min):</p> <p>5 vs. 5 full-court scrimmage focusing on offensive and defensive strategies. Students receive feedback from peers and teacher on positioning and communication. Independent/Closing (10 min):</p> <p>Cool down: walking and stretching. Students reflect on which strategy was most effective for them.</p>	<p>2</p> <p>Activation (10 min):</p> <p>Warm-up: Shooting and dribbling drills. Brief discussion on how physical conditioning impacts game play. Focus (15 min):</p> <p>Teacher reviews key skills from the week (dribbling, passing, shooting, defense). Emphasis on technique and applying feedback. Guided Practice (20 min):</p> <p>Students practice shooting form in pairs and work on improving accuracy and speed. Defensive footwork drills focusing on anticipation and reaction time. Collaborative Practice (15 min):</p> <p>5 vs. 5 scrimmages to practice skills in a real-game scenario. Rotate teams, giving each group the opportunity to work on different positions. Independent/Closing (10 min):</p> <p>Cool down and static stretching. Students reflect on their progress, noting areas of strength and improvement.</p>	<p>3</p> <p>Activation (10 min):</p> <p>Warm-up: Team-specific warm-up routine, light jogging, and shooting. Group discussion on sportsmanship, teamwork, and effort during games. Focus (10 min):</p> <p>Recap of skills and strategies learned during the week. Emphasize the importance of applying both individual and team skills. Guided Practice (15 min):</p> <p>Final drills: Shooting competitions and defensive positioning. Quick review of heart rate monitoring during gameplay. Collaborative Practice (25 min):</p> <p>5 vs. 5 full-court games. Students monitor their heart rate during gameplay and reflect on endurance. Independent/Closing (10 min):</p> <p>Cool down, walking, stretching. Group reflection on the week's progress: "What did you improve on? What do you still need to work on?"</p>	<p>4</p>

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
5 Learning Target Success Criteria Makeups & complete basketball	6	7	8	9 Student Holiday/Professional Learning Day	10 PowerUp Asynchronous Learning Day	11
12 Learning Target Success Criteria Fitness Circuit for fitnessgram prep	13 Student/Teacher Fall Break	14 Student/Teacher Fall Break	15	16	17	18
19 Learning Target Success Criteria Ping Pong & Ladder Toss	20	21	22	23	24	25
26 Learning Target Success Criteria Fitness Circuit	27	28	29	30	31 Fall Semester Progress Report #2	

November 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing						1
2 Learning Target Success Criteria Portfolio work, Rec Games Rotation, Fitness Circuit - stations	3	4	5	6	7	8
9 Learning Target Success Criteria Portfolio work and assistance from coach, questions asked, parents contacted	10	11 Veterans Day Holiday	12	13 Fitness Concepts & Personal Training Log Portfolio DUE	14	15
16 Learning Target Success Criteria <u>Fitnessgram-POST</u>	17	18	19	20	21	22
23 Learning Target Success Criteria	24 Thanksgiving	25 Thanksgiving	26 Thanksgiving	27 Thanksgiving	28 Thanksgiving	29
30						

December 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing <i>Learning Target</i> <i>Success Criteria</i> Makeups & Rec Game Rotations	1	2	3	4	5	6
7 Independent game play for extra credit & makeups	8	9	10	11	12	13
14	15 Semester Exams	16 Semester Exams	17 Semester Exams	18 Semester Exams	19 Semester Exams Early Release	20
21	22 Christmas Break	23 Christmas Break	24 Christmas Break	25 Christmas Break	26 Christmas Break	27
28	29 Christmas Break	30 Christmas Break	31 Christmas Break			