| [◄ Nov 2024](#November_2024" \o "Jump to Nov 2024) | **December 2024** | | | | | [Jan 2025 ►](https://www.wincalendar.com/Holiday-Calendar/January-2025) |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1  ALL RESOURCES ARE ON TEACHER’S PAGE &/OR CANVAS  Makeups  Semester Portfolio – video, rap, written essay, booklet  **Final Exam Prep**  Standards  • PEHS.4: Achieve and maintain a health-enhancing level of physical activity and fitness.  • PEHS.5: Exhibit responsible personal and social behavior that respects self and others.  • PEHS.6: Value physical activity for health, enjoyment, challenge, self-expression, and social interaction. | 2  •Activator:  oShow a brief video on the importance of balanced workout plans (warm-up, workout, cool-down).  oDiscuss: "Why is each component essential for performance and recovery?"  •Focus:  oPresent the components of a workout plan and their purpose.  oModel a sample workout plan, explaining sets, reps, and timing.  •Guided Practice:  oIn small groups, students brainstorm exercises for warm-up, workout, and cool-down suitable for their fitness levels and goals.  •Collaborative Practice:  oGroups share their ideas, receive feedback from peers and coach, and refine their lists.  •Independent Practice:  oEach student drafts a preliminary workout plan (5 exercises: 2 for warm-up, 2 for workout, 1 for cool-down).  •Learning Target:  o"I can identify and categorize exercises into warm-up, workout, and cool-down."  •Success Criteria:  o"I can explain the purpose of each exercise in my workout plan and justify its inclusion."  •Assessment:  oSubmit draft workout plans for coach feedback (formative). | 3  •Activator:  oDiscuss the principles of progression and overload. Ask students, “What happens if we don’t challenge our muscles?”  •Focus:  oTeach how to assign sets, reps, and times to exercises based on goals (e.g., strength, endurance, flexibility).  •Guided Practice:  oWork through examples (e.g., how to create a beginner strength-training circuit).  •Collaborative Practice:  oPair students to review and refine their draft plans with specific focus on proper sets, reps, and timing.  •Independent Practice:  oFinalize individual workout plans, including the rationale for each choice.  •Learning Target:  o"I can create a detailed and balanced workout plan tailored to my fitness goals."  •Success Criteria:  o"I can use fitness principles to determine appropriate sets, reps, and timing."  •Assessment:  oStudents submit final workout plans with rationales for peer and coach review. | 4  •Activator:  oGroup discussion: “What challenges might arise when executing a workout plan?”  oBrainstorm solutions.  •Focus:  oReview safety protocols for executing exercises (e.g., proper form, spotting techniques).  •Guided Practice:  oCoach demonstrates proper form for key exercises in students' plans.  •Collaborative Practice:  oStudents pair up to practice and correct each other’s form under coach supervision.  •Independent Practice:  oStudents execute their workout plans, making adjustments as needed. Coach facilitates and monitors.  •Learning Target:  o"I can safely perform exercises in my workout plan with proper form and intensity."  •Success Criteria:  o"I can demonstrate proper technique and adjust exercises based on feedback."  •Assessment:  oObservation checklist: Evaluate form, intensity, and adherence to the plan (formative). | 5  •Activator:  oReflect: “How did your workout feel yesterday? What worked, and what didn’t?”  •Focus:  oTeach principles of feedback: constructive, specific, and actionable.  •Guided Practice:  oModel how to provide feedback using examples from the previous day's workouts.  •Collaborative Practice:  oStudents work in small groups, executing parts of their workout while peers observe and provide feedback.  •Independent Practice:  oStudents revise their plans based on feedback received.  •Learning Target:  o"I can provide and apply constructive feedback to improve workout effectiveness."  •Success Criteria:  o"I can adjust my workout plan based on feedback to better meet my fitness goals."  •Assessment:  oRevised workout plans submitted with explanations of changes made (formative). | 6  •Activator:  oGroup discussion: “How will you maintain a workout routine outside of class?”  •Focus:  oTeach students how to evaluate their workout plans for long-term sustainability.  •Guided Practice:  oWalk through self-assessment questions (e.g., "Did I achieve the intensity I wanted?").  •Collaborative Practice:  oStudents partner to execute their revised workout plans and provide final feedback.  •Independent Practice:  oComplete workouts independently while the coach monitors and facilitates.  •Learning Target:  o"I can evaluate my workout plan and performance to determine areas for improvement."  •Success Criteria:  o"I can reflect on my workout experience and identify ways to maintain a fitness routine."  •Assessment:  oSelf-evaluation form (summative): Students reflect on their workout plans, execution, and feedback process. | 7 |
| 8  Semester Portfolio – video, rap, written essay, booklet  Final Exam Prep | 9  Fitness Gram | 10  Activiation-N/A  Focus-Do Now (questions on teacher’s page from school website)  Guided-Coach call volunteers to share Do Now or weekend  -Coach review expectations for assignment  Collab-N/A  Independent/Closing-Students work independently on 2 hand tourch football questions 1-3 in class notebook (question on teacher’s page under 24-25 assignments )  -Watch video of game play (link on teacher’s page) | 11  Activiation-N/A  Focus-Warmup dynamic stretching and walk  Guided-Coach review rules, positions,  Collab-students work on teams to identify positions on handout provided by coach  -students complete drills on passing, catching, and defensive positioning using handouts provided by coach  Independent/Closing-N/A | 12  Activiation  Focus-Warmup dynamic stretching and walk  Guided-Coach review roles during game play and expectations  Collab-students work on teams to scrimmage and practice role expectations  Independent/Closing-class review | 13  **A-**walk  **F-**reminded of expectations and given feedback based on previous day’s scrimmage and roles  **G-N/A**  **C-walk**  **I-**free play game (nonparticipants walk)’ | 14 |
| 15  Semester Portfolio – video, rap, written essay, booklet  Final Exam Prep | 16 | 17  Semester Exams | 18  Semester Exams | 19  Semester Exams | 20  Semester Exams | 21 |
| 22 | 23  Christmas Break | 24  Christmas Break | 25  Christmas Break | 26  Christmas Break | 27  Christmas Break | 28 |
| 29 | 30  Christmas Break | 31  Christmas Break |  | | | |