| [◄ 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 CANVASMakeupsSemester 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, bookletFinal Exam Prep | 9 Fitness Gram | 10 Activiation-N/AFocus-Do Now (questions on teacher’s page from school website)Guided-Coach call volunteers to share Do Now or weekend -Coach review expectations for assignmentCollab-N/AIndependent/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/AFocus-Warmup dynamic stretching and walkGuided-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 coachIndependent/Closing-N/A | 12 ActiviationFocus-Warmup dynamic stretching and walkGuided-Coach review roles during game play and expectations Collab-students work on teams to scrimmage and practice role expectationsIndependent/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, bookletFinal 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 |  |