



Monday 10/26/2020	Tuesday 10/27/2020	Wednesday 10/28/2020	Thursday 10/29/2020	Friday 10/30/2020
<p>Eszlinger's Class 8:30am - 9:00am</p> <p>Volleyball</p> <p>This week we will continue working on passing but also do setting and hitting fundamentals. Then we will work on doing some type of passing game which involves all 3 of those skills.</p> <p>Standards</p> <p>PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>S1.E22.2 Volleys an object upward with consecutive hits.</p> <p>S3.E2.2 Actively engages in physical education class in response to instruction and practice.</p> <p>S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.</p> <p>S4.E1.2 Practices skills with minimal teacher prompting.</p> <p>S4.E3.2 Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2 Works independently with others in partner environments.</p> <p>S4.E6.2b Works safely with physical education equipment.</p>	<p>Oschner 4th 8:30am - 9:00am</p> <p>Volleyball</p> <p>This week we will be working on passing/setting/hitting fundamentals. Then we will work on doing some type of passing game using all 3 skills.</p> <p>On day 2 this week we will be playing a 3 vs 3 short court game then move to 6 vs 6 next week serve.</p> <p>Standards</p> <p>PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>S1.E22.2 Volleys an object upward with consecutive hits.</p> <p>S3.E2.2 Actively engages in physical education class in response to instruction and practice.</p> <p>S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.</p> <p>S4.E1.2 Practices skills with minimal teacher prompting.</p> <p>S4.E3.2 Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2 Works independently with others in partner environments.</p>	<p>Geigle's Class 8:30am - 9:00am</p> <p>Volleyball</p> <p>This week we will start with passing and add setting/ hitting and serving fundamentals in. Then we will work on doing some type of game using all 3 skill sets.</p> <p>Standards</p> <p>S5.E4.5 Describes the social benefits gained from participating in physical activity (ex. recess, youth sport).</p> <p>S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p> <p>S4.E6.5 Applies safety principles with age-appropriate physical activities.</p> <p>S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p> <p>S4.E3.5 Gives corrective feedback respectfully to peers.</p> <p>S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.</p> <p>S4.E1.5 Engages in physical activity with responsible</p>	<p>Lambert's Class 8:30am - 9:00am</p> <p>Volleyball</p> <p>This week we will continue with setting and passing fundamentals with a lightweight ball or balloon. We will also work on hitting a balloon and throwing a tennis ball to learn the right technique. We will be serving this week as well. Then we will work on doing some type of game using these techniques.</p> <p>Standards</p> <p>PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>S1.E3.K Performs jumping and landing actions with balance. (applies to horizontal and vertical jumping and landing)</p> <p>S1.E16.Kb Catches a large ball tossed by a skilled thrower.</p> <p>S1.E22.K Volleys a lightweight object (balloon), sending it upward.</p>	<p>Lambert's Class 8:30am - 9:00am</p> <p>Volleyball</p> <p>This week we will continue with setting and passing fundamentals with a lightweight ball or balloon. We will also work on hitting a balloon and throwing a tennis ball to learn the right technique. We will be serving this week as well. Then we will work on doing some type of game using these techniques.</p> <p>Standards</p> <p>PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>S1.E3.K Performs jumping and landing actions with balance. (applies to horizontal and vertical jumping and landing)</p> <p>S1.E16.Kb Catches a large ball tossed by a skilled thrower.</p> <p>S1.E22.K Volleys a lightweight object (balloon), sending it upward.</p>



S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

Whipples Class
9:00am - 9:30am

Volleyball

This week we will continue working on passing but also do setting and hitting fundamentals. Then we will work on doing some type of passing game which involves all 3 of those skills.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.4 Volleys underhand using a mature pattern, in a dynamic environment (ex. 2-square, 4-square, handball).

S1.E23.4 Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

S3.E3.5 Differentiate s between skill-related and health-related fitness.

S3.E2.5 Actively engages in all the activities of physical education.

S2.E5.5c Recognize s the type of throw, volley or striking action needed for different games and sports situations.

S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Hoekman's Class
9:00am - 9:30am

Volleyball

This week we will continue working on passing and setting fundamentals with a lightweight ball or balloon. We then will be hitting and serving as well. Then we will work on doing games using these skills.

S3.E2.K Actively participates in physical education class.

S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

S3.E6.K Recognizes that food provides energy for physical activity.

S4.E4.K Share equipment and space with others.

S4.E5.K Recognizes the established protocol for class activities.

S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

S5.E2.K Acknowled ges that some physical activities are challenging/difficult.

S5.E3.Kb Discusses the enjoyment of playing with friends.

S5.E3.Ka Identifies physical activities that are enjoyable.

S3.E2.K Actively participates in physical education class.

S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

S3.E6.K Recognizes that food provides energy for physical activity.

S4.E4.K Share equipment and space with others.

S4.E5.K Recognizes the established protocol for class activities.

S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

S5.E2.K Acknowled ges that some physical activities are challenging/difficult.

S5.E3.Kb Discusses the enjoyment of playing with friends.

S5.E3.Ka Identifies physical activities that are enjoyable.

Wolf 9:00am - 9:30am

Volleyball

This week we will continue with setting and passing fundamentals with a lightweight ball or balloon. We will also work on hitting a balloon and throwing a tennis ball to learn the right technique. We will be serving this week as well.

Wolf 9:00am - 9:30am

Volleyball

This week we will continue with setting and passing fundamentals with a lightweight ball or balloon. We will also work on hitting a balloon and throwing a tennis ball to learn the right technique. We will be serving this week as well.



S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

Harm's Class 9:30am - 10:00am

Volleyball

This week we will be working on passing/setting/hitting fundamentals. Then we will work on doing some type of passing game using all 3 skills.

On day 2 this week we will be playing a 3 vs 3 short court game then move to 6 vs 6 next week serve.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in

S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S5.E1.4 Examines the health benefits of participating in physical activity.

S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Hoekman's Class 9:00am - 9:30am

Volleyball

This week we will continue working on passing and setting fundamentals with a lightweight ball or balloon. We then will be hitting and serving as well. Then we will work on doing games using these skills.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.1 Volleys an object with an open palm, sending it upward.

S2.E3.1a Differentiates between fast and slow speeds.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.1 Volleys an object with an open palm, sending it upward.

S2.E3.1a Differentiates between fast and slow speeds.

S2.E3.1b Differentiates between strong and light force.

S3.E2.1 Actively engages in physical education class.

S3.E1.1 Discusses the benefits of being active and exercising and/or playing.

S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.

S4.E2.1 Follows the rules and parameters of the learning environment.

S4.E3.1 Responds appropriately to general feedback from the teacher.

S4.E4.1 Works independently with others in a variety of class environments (ex. small and large groups).

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Then we will work on doing some type of game using these techniques.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E3.K Performs jumping and landing actions with balance. (applies to horizontal and vertical jumping and landing)

S1.E16.Kb Catches a large ball tossed by a skilled thrower.

S1.E22.K Volleys a lightweight object (balloon), sending it upward.

S3.E2.K Actively participates in physical education class.

S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

S3.E6.K Recognizes that food provides energy for physical activity.

S4.E4.K Share equipment and space with others.

S4.E5.K Recognizes the established

Then we will work on doing some type of game using these techniques.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E3.K Performs jumping and landing actions with balance. (applies to horizontal and vertical jumping and landing)

S1.E16.Kb Catches a large ball tossed by a skilled thrower.

S1.E22.K Volleys a lightweight object (balloon), sending it upward.

S3.E2.K Actively participates in physical education class.

S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

S3.E6.K Recognizes that food provides energy for physical activity.

S4.E4.K Share equipment and space with others.

S4.E5.K Recognizes the established



plank position, animal walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.4 Volleys underhand using a mature pattern, in a dynamic environment (ex. 2-square, 4-square, handball).

S1.E23.4 Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.

S2.E3.1b Differentiates between strong and light force.

S3.E2.1 Actively engages in physical education class.

S3.E1.1 Discusses the benefits of being active and exercising and/or playing.

S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.

S4.E2.1 Follows the rules and parameters of the learning environment.

S4.E3.1 Responds appropriately to general feedback from the teacher.

S4.E4.1 Works independently with others in a variety of class environments (ex. small and large groups).

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

S5.E1.1 Identifies physical activity as a component of good health.

S5.E3.1a Describes positive feelings that result from participating in physical activities.

S5.E3.1b Discusses personal reasons (ex. the "why") for enjoying physical activities.

Swenson's Class
9:30am - 10:00am

S5.E1.1 Identifies physical activity as a component of good health.

S5.E3.1a Describes positive feelings that result from participating in physical activities.

S5.E3.1b Discusses personal reasons (ex. the "why") for enjoying physical activities.

Swenson's Class
9:30am - 10:00am

Around the world kickball

They will kick a ball and run to first where they will jump rope. Go to 2nd and score a basket, run to third and scoot to the middle and then get a basketball and score. Defense has to do the same thing as well.

Standards

S1.E14.2 Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.

S1.E16.2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

S4.E4.2 Works independently with others in partner environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

protocol for class activities.

S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

S5.E2.K Acknowledges that some physical activities are challenging/difficult.

S5.E3.Kb Discusses the enjoyment of playing with friends.

S5.E3.Ka Identifies physical activities that are enjoyable.

Harm's Class
10:00am - 10:30am

Volleyball

This week we will be working on passing/setting/hitting fundamentals. Then we will work on doing some type of passing game using all 3 skills.

On day 2 this week we will be playing a 3 vs 3 short court game then move to 6 vs 6 next week serve.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

protocol for class activities.

S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

S5.E2.K Acknowledges that some physical activities are challenging/difficult.

S5.E3.Kb Discusses the enjoyment of playing with friends.

S5.E3.Ka Identifies physical activities that are enjoyable.

Eszlinger's Class
9:30am - 10:00am

Volleyball

This week we will continue working on passing but also do setting and hitting fundamentals. Then we will work on doing some type of passing game which involves all 3 of those skills.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal



S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S5.E1.4 Examines the health benefits of participating in physical activity.

S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Schneiders class
10:00am - 10:30am

Volleyball

This week we will start with passing and add setting/ hitting and serving fundamentals in. Then we will work on doing some type of game using all 3 skill sets.

Standards

S5.E4.5 Describes the social benefits

Basketball Skills

Work on Dribbling and passing (Chest and Bounce). Working on Shooting form.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

S3.E2.3 Engages in the activities of physical education class without teacher prompting.

S3.E1.3b Identifies physical activity benefits as a way to become healthier.

S3.E4.3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

S4.E2.3 Works independently for extended periods of time.

S4.E3.3 Accepts and implements specific corrective feedback from the teacher.

PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E21.2 Using a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

S1.E27.2a Jumps a self-turned rope consecutively forward and backward with a mature pattern.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S5.E2.3 Discusses the challenge that comes from learning a new physical activity.

S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.

S4.E4.3a Works cooperatively with others.

S1.E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.4 Volleys underhand using a mature pattern, in a dynamic environment (ex. 2-square, 4-square, handball).

S1.E23.4 Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

S3.E1.4 Analyzes opportunities for participating in

walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

Oschner 4th
10:00am - 10:30am

Volleyball

This week we will be working on passing/ setting/ hitting fundamentals. Then we will work on doing some type of passing game using all 3 skills.

On day 2 this week we will be playing a 3 vs 3 short court game then move to 6 vs 6 next week serve.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.



gained from participating in physical activity (ex. recess, youth sport).

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

S4.E6.5 Applies safety principles with age-appropriate physical activities.

S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

S4.E3.5 Gives corrective feedback respectfully to peers.

S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.

S4.E1.5 Engages in physical activity with responsible interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

S3.E3.5 Differentiates between skill-related and health-related fitness.

S3.E2.5 Actively engages in all the

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S4.E4.3a Works cooperatively with others.

S4.E4.3b Praises others for their success in movement performance.

S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.

S4.E6.3 Works independently and safely in physical activity settings.

S5.E2.3 Discusses the challenge that comes from learning a new physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

Daugaard's Class
10:00am - 10:30am

Basketball Skills

Work on Dribbling and passing (Chest and Bounce). Working on Shooting form.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-

elements of a mature pattern for each.

S1.E14.3 Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force.

S1.E3.3 Jumps and lands in the horizontal and vertical planes using a mature pattern.

Daugaard's Class
10:00am - 10:30am

Basketball

Teaching the fundamentals of basketball, Passing, Dribbling, Dribbling tag Passing up and down the court.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature pattern.

S1.E17.2b Dribbles using the preferred hand while walking in general space.

physical activity outside physical education class.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S5.E1.4 Examines the health benefits of participating in physical activity.

S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Whipples Class
10:00am - 10:30am

Volleyball

This week we will continue working on passing but also do setting and hitting fundamentals. Then we will work on doing some type of passing game which involves all 3 of those skills.

Standards

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.4 Volleys underhand using a mature pattern, in a dynamic environment (ex. 2-square, 4-square, handball).

S1.E23.4 Volleys a ball with a 2-hand overhead pattern, sending it upward,



activities of physical education.

S2.E5.5c Recognizes the type of throw, volley or striking action needed for different games and sports situations.

S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

6th PE A 10:30am - 11:15am

Volleyball

This week we will work on the fundamentals of passing, setting, hitting, and serving with a regular volleyball. We will work on all these fundamentals and using them in small games of different skills to help them learn the game.

Standards

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that

expression and/or social interaction.

S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

S3.E2.3 Engages in the activities of physical education class without teacher prompting.

S3.E1.3b Identifies physical activity benefits as a way to become healthier.

S3.E4.3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

S4.E2.3 Works independently for extended periods of time.

S4.E3.3 Accepts and implements specific corrective feedback from the teacher.

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S4.E4.3a Works cooperatively with others.

S4.E4.3b Praises others for their success in movement performance.

S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.

S4.E6.3 Works independently and safely in physical activity settings.

S1.E16.2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.

S3.E3.2b Identifies physical activities that contribute to fitness.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

S4.E6.2a Works independently and safely in physical education.

S4.E6.2b Works safely with physical education equipment.

S5.E2.2 Compares physical activities that

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S1.E22.2 Volleys an object upward with consecutive hits.

S3.E2.2 Actively engages in physical education class in response to instruction and practice.

S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E3.2 Accepts specific corrective feedback from the teacher.

S4.E4.2 Works independently with others in partner environments.

S4.E6.2b Works safely with physical education equipment.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

S5.E2.2 Compares physical activities that bring confidence and challenge.

6th PE A 10:30am - 11:15am

6th PE B 10:30am - 11:15am

Volleyball

demonstrating 4 of the 5 critical elements of a mature pattern.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S5.E1.4 Examines the health benefits of participating in physical activity.

S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

6th PE A 10:30am - 11:15am

Volleyball

This week we will work on the fundamentals of passing, setting,



respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

S1.M17.6 Two-hand-volleys with control in a variety of practice tasks.

S2.M10.6 Identifies open spaces and attempts to strike object into that space.

S3.M1.6 Describes how being physically active leads to a healthy body.

S3.M2.6 Participates in self-selected physical activity outside of physical education class.

S3.M7.6 Identifies the components of skill-related fitness.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating

S5.E2.3 Discusses the challenge that comes from learning a new physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

6th PE A 10:30am - 11:15am

6th PE B 10:30am - 11:15am

Volleyball

This week we will work on the fundamentals of passing, setting, hitting, and serving with a regular volleyball. We will work on all these fundamentals and using them in small games of different skills to help them learn the game.

Standards

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

bring confidence and challenge.

S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

S5.E1.3 Discusses the relationship between physical activity and good health.

S4.E6.3 Works independently and safely in physical activity settings.

S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.

S4.E4.3b Praises others for their success in movement performance.

S4.E4.3a Works cooperatively with others.

S4.E3.3 Accepts and implements specific corrective feedback from the teacher.

S4.E2.3 Works independently for extended periods of time.

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S3.E6.3 Identifies foods that are beneficial for before and after physical activity.

This week we will work on the fundamentals of passing, setting, hitting, and serving with a regular volleyball. We will work on all these fundamentals and using them in small games of different skills to help them learn the game.

Standards

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

hitting, and serving with a regular volleyball. We will work on all these fundamentals and using them in small games of different skills to help them learn the game.

Standards

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

S1.M17.6 Two-hand-volleys with control in a variety of practice tasks.



respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

6th PE B 10:30am - 11:15am

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

S1.M17.6 Two-hand-volleys with control in a variety of practice tasks.

S2.M10.6 Identifies open spaces and attempts to strike object into that space.

S3.M1.6 Describes how being physically active leads to a healthy body.

S3.M2.6 Participates in self-selected physical activity outside of physical education class.

S3.M7.6 Identifies the components of skill-related fitness.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S3.E4.3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

S3.E2.3 Engages in the activities of physical education class without teacher prompting.

S3.E1.3b Identifies physical activity benefits as a way to become healthier.

S2.E1.3 Recognizes the concept of open spaces in a movement context.

S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

6th PE A 10:30am - 11:15am

Volleyball

This week we will work on the fundamentals of passing, setting, hitting, and serving with a regular volleyball. We will work on all these fundamentals and using them in small games of different skills to help them learn the game.

Standards

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S1.M17.6 Two-hand-volleys with control in a variety of practice tasks.

S2.M10.6 Identifies open spaces and attempts to strike object into that space.

S3.M1.6 Describes how being physically active leads to a healthy body.

S3.M2.6 Participates in self-selected physical activity outside of physical education class.

S3.M7.6 Identifies the components of skill-related fitness.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S2.M10.6 Identifies open spaces and attempts to strike object into that space.

S3.M1.6 Describes how being physically active leads to a healthy body.

S3.M2.6 Participates in self-selected physical activity outside of physical education class.

S3.M7.6 Identifies the components of skill-related fitness.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 Cooperates with a small group of classmates during adventure activities,



6th Health A 11:15am - 1:15pm

6th Health B 11:15am - 1:15pm

9th Health Class A 11:15am - 12:30pm

Chapter 2 taking charge of your health podcast

Lesson 1 We are going to be working on a podcast this week. It will be 3-5 minutes long after they work on a script and I take a look at it. This podcast is going to be about advocating for good health and spreading the information to the 6th graders.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

4.12.1 Use skills for communicating effectively with family,

S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

6th Health A 11:15am - 1:15pm

6th Health B 11:15am - 1:15pm

Chapter 1 Lesson 2 Family Relationships

Warm-up: What are the 3 communication styles and what are 2

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

S1.M17.6 Two-hand-volleys with control in a variety of practice tasks.

S2.M10.6 Identifies open spaces and attempts to strike object into that space.

S3.M1.6 Describes how being physically active leads to a healthy body.

S3.M2.6 Participates in self-selected physical activity outside of physical education class.

S3.M7.6 Identifies the components of skill-related fitness.

S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

6th Health A 11:15am - 1:15pm

Chapter 1 Lesson 3 Peer Relationships

Warm-up: Tell me in 5 sentences what you thought of the movie the perfect body. Then we will read Peer relationships and do the worksheet to go along with it.

Standards

2.8.1 Examine how the family influences the health of adolescents.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.

game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

6th PE B 10:30am - 11:15am

6th Health A 11:15am - 1:15pm

6th Health B 11:15am - 1:15pm

9th Health Class A 11:15am - 12:30pm

Chapter 2 Lesson 2 Making responsible decisions

Lesson 2 Making responsible decisions and setting goals.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.



peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

9th Health class B
11:15am - 12:30pm

Chapter 2 taking charge of your health podcast

Lesson 1 We are going to be working on a podcast this week. It will be 3-5 minutes long after they work on a script and I take a look at it. This podcast is going to be about advocating for good health and spreading the information to the 6th graders.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

guidelines to help you speak better?

Read together and discuss the lesson. When done give them the worksheet to work on and do

Standards

2.8.1 Examine how the family influences the health of adolescents.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

3.8.4 Describe situations that may require professional health services.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

5.8.1 Identify circumstances that can help or hinder

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

3.8.4 Describe situations that may require professional health services.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.7 Analyze the outcomes of a health-related decision.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

9th Health class B
11:15am - 12:30pm

Chapter 2 Lesson 2 Making responsible decisions

Lesson 2 Making responsible decisions and setting goals.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits



1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

Geigle's Class
1:15pm - 1:45pm

Rec Sports 2:35pm - 3:18pm

Students choice

This is the last week of rec sports so the kids will get to choose what they want to do.

healthy decision making.

5.8.7 Analyze the outcomes of a health-related decision.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

9th Health Class A
11:15am - 12:30pm

9th Health class B
11:15am - 12:30pm

Geigle's Class
1:15pm - 1:45pm

Volleyball

This week we will start with passing and add setting/ hitting and serving fundamentals in. Then we will work on doing some type of game using all 3 skill sets.

Standards

S5.E4.5 Describes the social benefits gained from participating in physical activity (ex. recess, youth sport).

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying

and playing in the spirit of the game or activity.

6th Health A 11:15am - 1:15pm

6th Health B 11:15am - 1:15pm

9th Health Class A
11:15am - 12:30pm

Chapter 2 taking charge of your health podcast

Lesson 1 We are going to be working on a podcast this week. It will be 3-5 minutes long after they work on a script and I take a look at it. This podcast is going to be about advocating for good health and spreading the information to the 6th graders.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

6th Health B 11:15am - 1:15pm

9th Health Class A
11:15am - 12:30pm

9th Health class B
11:15am - 12:30pm

Schneiders class
1:15pm - 1:45pm

Volleyball

This week we will start with passing and add setting/ hitting and serving fundamentals in. Then we will work on doing some type of game using all 3 skill sets.

Standards

S5.E4.5 Describes the social benefits gained from participating in physical activity (ex. recess, youth sport).

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

S4.E6.5 Applies safety principles with age-appropriate physical activities.

S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

S4.E3.5 Gives corrective feedback respectfully to peers.

S4.E2.5b Exhibits respect for self with appropriate behavior

of and barriers to practicing a variety of healthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

Rec Sports 2:35pm - 3:18pm

Students choice

This is the last week of rec sports so the kids will get to choose what they want to do.



reasons for a positive or negative response.

S4.E6.5 Applies safety principles with age-appropriate physical activities.

S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

S4.E3.5 Gives corrective feedback respectfully to peers.

S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.

S4.E1.5 Engages in physical activity with responsible interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

S3.E3.5 Differentiates between skill-related and health-related fitness.

S3.E2.5 Actively engages in all the activities of physical education.

S2.E5.5c Recognizes the type of throw, volley or striking action needed for different games and sports situations.

S1.E23.5 Volleys a ball using a 2-hand

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

9th Health class B
11:15am - 12:30pm

Chapter 2 taking charge of your health podcast

Lesson 1 We are going to be working on a podcast this week. It will be 3-5 minutes long after they work on a script and I take a look at it. This podcast is going to be about advocating for good health and spreading the information to the 6th graders.

Standards

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.7 Compare and contrast the benefits of and barriers to

while engaging in physical activity.

S4.E1.5 Engages in physical activity with responsible interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

S3.E3.5 Differentiates between skill-related and health-related fitness.

S3.E2.5 Actively engages in all the activities of physical education.

S2.E5.5c Recognizes the type of throw, volley or striking action needed for different games and sports situations.

S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Rec Sports 2:35pm - 3:18pm

Students choice

This is the last week of rec sports so the kids will get to choose what they want to do.



overhead pattern, sending it upward to a target.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Lerdal's Class 1:45pm - 2:15pm

Volleyball

This week we will continue working on passing and setting fundamentals with a lightweight ball or balloon. We then will be hitting and serving as well. Then we will work on doing games using these skills.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.1 Volleys an object with an open palm, sending it upward.

S2.E3.1a Differentiates between fast and slow speeds.

S2.E3.1b Differentiates between strong and light force.

S3.E2.1 Actively engages in physical education class.

S3.E1.1 Discusses the benefits of being active and exercising and/or playing.

practicing a variety of healthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

5.12.1 Examine barriers that can hinder healthy decision making.

7.12.1 Analyze the role of individual responsibility for enhancing health.

Lerdal's Class 1:45pm - 2:15pm

Volleyball

This week we will continue working on passing and setting fundamentals with a lightweight ball or balloon. We then will



S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.

S4.E2.1 Follows the rules and parameters of the learning environment.

S4.E3.1 Responds appropriately to general feedback from the teacher.

S4.E4.1 Works independently with others in a variety of class environments (ex. small and large groups).

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

S5.E1.1 Identifies physical activity as a component of good health.

S5.E3.1a Describes positive feelings that result from participating in physical activities.

S5.E3.1b Discusses personal reasons (ex. the "why") for enjoying physical activities.

Rec Sports 2:35pm - 3:18pm

Students choice

This is the last week of rec sports so the kids will get to choose what they want to do.

be hitting and serving as well. Then we will work on doing games using these skills.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E22.1 Volleys an object with an open palm, sending it upward.

S2.E3.1a Differentiates between fast and slow speeds.

S2.E3.1b Differentiates between strong and light force.

S3.E2.1 Actively engages in physical education class.

S3.E1.1 Discusses the benefits of being active and exercising and/or playing.

S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.

S4.E2.1 Follows the rules and parameters of the learning environment.

S4.E3.1 Responds appropriately to general feedback from the teacher.

S4.E4.1 Works independently with others in a variety of class environments (ex. small and large groups).

S4.E6.1 Follows teacher directions for



safe participation and proper use of equipment without teacher reminders.

S5.E1.1 Identifies physical activity as a component of good health.

S5.E3.1a Describes positive feelings that result from participating in physical activities.

S5.E3.1b Discusses personal reasons (ex. the "why") for enjoying physical activities.

Rec Sports 2:35pm - 3:18pm

Students choice

This is the last week of rec sports so the kids will get to choose what they want to do.