



Monday 02/03/2020	Tuesday 02/04/2020	Wednesday 02/05/2020	Thursday 02/06/2020	Friday 02/07/2020
<p><b>Geigle's Class</b> 8:15am - 8:45am</p> <p><b>Badminton</b></p> <p>Continue playing 1 on 1 game and then start 2 on 2 tournaments.</p> <p><b>Standards</b></p> <p><b>PE.2</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and</p>	<p><b>Wolff's and Lambert's Class</b> 8:15am - 8:45am</p> <p><b>Gymnastics</b></p> <p>They will do Gymnastics this week. We will be doing somersaults, cartwheels, and more.</p> <p><b>Notes</b></p> <p>Need Tennis Balls and some boxes.</p> <p><b>Standards</b></p> <p><b>PE.1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>S1.E1.K</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p><b>S1.E7.Ka</b> Maintains momentary stillness on different bases of support.</p> <p><b>S1.E27.Ka</b> Executes a single jump with a self-turned rope.</p> <p><b>S3.E1.K</b> Identifies active-play opportunities outside of physical education class.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p>	<p><b>Lerdal's Class 8:15am - 8:45am</b></p> <p><b>Gymnastics/Relays</b></p> <p>They will do gymnastics such as cartwheels, somersaults and more.</p> <p><b>Notes</b></p> <p>Need Tennis Balls and some boxes.</p> <p><b>Standards</b></p> <p><b>PE.1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>S1.E1.K</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p><b>S1.E7.Ka</b> Maintains momentary stillness on different bases of support.</p> <p><b>S1.E27.Ka</b> Executes a single jump with a self-turned rope.</p> <p><b>S3.E1.K</b> Identifies active-play opportunities outside of physical education class.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p> <p><b>S4.E1.K</b> Follows directions in group</p>	<p><b>Lambert's Class</b> 8:15am - 8:45am</p> <p><b>Gymnastics</b></p> <p>They will do Gymnastics this week. We will be doing somersaults, cartwheels, and more.</p> <p><b>Notes</b></p> <p>Need Tennis Balls and some boxes.</p> <p><b>Standards</b></p> <p><b>PE.1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>S1.E1.K</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p><b>S1.E7.Ka</b> Maintains momentary stillness on different bases of support.</p> <p><b>S1.E27.Ka</b> Executes a single jump with a self-turned rope.</p> <p><b>S3.E1.K</b> Identifies active-play opportunities outside of physical education class.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p> <p><b>S4.E1.K</b> Follows</p>	<p><b>Lerdal's Class 8:15am - 8:45am</b></p> <p><b>Gymnastics/Relays</b></p> <p>They will do gymnastics such as cartwheels, somersaults and more.</p> <p><b>Notes</b></p> <p>Need Tennis Balls and some boxes.</p> <p><b>Standards</b></p> <p><b>PE.1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>S1.E1.K</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p><b>S1.E7.Ka</b> Maintains momentary stillness on different bases of support.</p> <p><b>S1.E27.Ka</b> Executes a single jump with a self-turned rope.</p> <p><b>S3.E1.K</b> Identifies active-play opportunities outside of physical education class.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p> <p><b>S4.E1.K</b> Follows directions in group</p>



others.

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

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

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

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

**S2.E3.5b** Applies the concepts of direction and force to strike an object with a long-handled implement.

**S2.E3.5a** Applies movement concepts to strategy in game situations.

**S1.E24.5** Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

Whipples Class  
8:45am - 9:15am

**Badminton**

1 on 1 tournament games and then 2 on 2 tournament games.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics

**S4.E1.K** Follows directions in group settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

Swenson's Class  
8:45am - 9:15am

**Badminton**

1 on 1 game and then we will start 2 on 2 tournaments.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

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

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

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

**S4.E5.1** Exhibits the established protocols for class activities.

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

**S4.E2.1** Follows the rules and parameters

directions in group settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

Hoekman's Class  
8:45am - 9:15am

**Gymnastics/Relays**

They will do gymnastics such as cartwheels, somersaults and more.

**Notes**

Need Tennis Balls and some boxes.

**Standards**

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

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

settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

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

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

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

**S4.E5.1** Exhibits the established protocols for class activities.

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

**S4.E2.1** Follows the rules and parameters



related to movement and performance.

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

**S1.E24.2** Strikes an object upward with a short-handled implement, using consecutive hits.

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

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

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

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

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

**Eszlinger's Class**  
9:15am - 9:45am

**Badminton**

1 on 1 tournament games and then 2 on 2 tournament games.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**PE.4** The physically

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

**S1.E24.3a** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

**S1.E24.3b** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

**S2.E3.3** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

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

**S4.E4.3a** Works cooperatively with others.

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

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

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

**Eszlinger's Class**  
9:15am - 9:45am

of the learning environment.

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

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

**S1.E27.1a** Jumps forward or backward consecutively using a self-turned rope.

**S1.E10.1** Demonstrates a single jump with a twisting, curling, bending and stretching actions.

**S1.E8.1** Transfers weight from one body part to another in self-space in dance and gymnastics environments.

**S1.E7.1** Maintains stillness on different bases of support with different body shapes.

**Whipples Class**  
8:45am - 9:15am

**Badminton**

1 on 1 tournament games and then 2 on 2 tournament games.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

**S1.E24.2** Strikes an

behavior that respects self and others.

**S1.E1.K** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

**S1.E7.Ka** Maintains momentary stillness on different bases of support.

**S1.E27.Ka** Executes a single jump with a self-turned rope.

**S3.E1.K** Identifies active-play opportunities outside of physical education class.

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

**S4.E1.K** Follows directions in group settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity

of the learning environment.

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

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

**S1.E27.1a** Jumps forward or backward consecutively using a self-turned rope.

**S1.E10.1** Demonstrates twisting, curling, bending and stretching actions.

**S1.E8.1** Transfers weight from one body part to another in self-space in dance and gymnastics environments.

**S1.E7.1** Maintains stillness on different bases of support with different body shapes.

**Geigle's Class**  
8:45am - 9:15am

**Badminton**

Continue playing 1 on 1 game and then start 2 on 2 tournaments.



literate individual exhibits responsible personal and social behavior that respects self and others.

**S1.E24.2** Strikes an object upward with a short-handled implement, using consecutive hits.

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

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

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

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

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

Daugaard's Class  
9:45am - 10:15am

**Badminton**

1 on 1 game and then we will start 2 on 2 tournaments.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**PE.4** The physically literate individual exhibits responsible

**Badminton**

1 on 1 tournament games and then 2 on 2 tournament games.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

**S1.E24.2** Strikes an object upward with a short-handled implement, using consecutive hits.

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

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

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

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

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

Oschner/Harms Class  
9:45am - 10:15am

**Badminton**

1 vs 1 games and then play 2 vs 2

object upward with a short-handled implement, using consecutive hits.

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

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

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

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

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

Swenson's Class  
9:15am - 9:45am

**Badminton**

1 on 1 game and then we will start 2 on 2 tournaments.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**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

is important for good health.

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

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

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

**S4.E5.1** Exhibits the established protocols for class activities.

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

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

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

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

**S1.E27.1a** Jumps forward or backward consecutively using a self-turned rope.

**S1.E10.1** Demonstrates twisting, curling, bending and stretching actions.

**S1.E8.1** Transfers weight from one body part to another in self-space in dance and gymnastics environments.

**S1.E7.1** Maintains

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

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

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

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

**S2.E3.5b** Applies the concepts of direction and force to strike an object with a



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.E24.3a** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

**S1.E24.3b** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

**S2.E3.3** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

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

**S4.E4.3a** Works cooperatively with others.

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

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

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

games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

**S1.E25.4** Strikes an object with a long-handled implement (ex. hockey stick, golf club, bat, tennis racket, badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through).

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

**S4.E3.4** Listens respectfully to corrective feedback from others (ex. peers, adults).

**S4.E4.4a** Praises the movement performance of others in both more and less skilled.

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

**S4.E6.4** Works safely with peers and

of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**S1.E24.3a** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

**S1.E24.3b** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

**S2.E3.3** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

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

**S4.E4.3a** Works cooperatively with others.

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

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

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

Schneiders class  
9:45am - 10:15am

**Badminton**

Continue playing 1 on 1 game and then

stillness on different bases of support with different body shapes.

Wolf 9:15am - 9:45am

**Gymnastics**

They will do Gymnastics this week. We will be doing somersaults, cartwheels, and more.

**Notes**

Need Tennis Balls and some boxes.

**Standards**

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

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

**S1.E1.K** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

**S1.E7.Ka** Maintains momentary stillness on different bases of support.

**S1.E27.Ka** Executes a single jump with a self-turned rope.

**S3.E1.K** Identifies active-play opportunities outside of physical education class.

**S3.E2.K** Actively participates in

long-handled implement.

**S2.E3.5a** Applies movement concepts to strategy in game situations.

**S1.E24.5** Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

Harm's Class 9:15am - 9:45am

**Badminton**

1 vs 1 games and then play 2 vs 2 games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

**S1.E25.4** Strikes an object with a long-handled implement (ex. hockey stick, golf club, bat, tennis racket, badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through).

**S3.E2.4** Actively



physical activity.

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

**Badminton**

1 on 1 tournament games and then 2 vs 2 tournament games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

**S3.M18.6** Identifies positive and negative results of stress and appropriate ways of dealing with each.

**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-

equipment in physical activity settings.

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

**Badminton**

1 on 1 tournament games and then 2 vs 2 tournament games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

**S3.M18.6** Identifies positive and negative results of stress and appropriate ways of dealing with each.

**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,

start 2 on 2 tournaments.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

**S4.E4.5** Accepts, recognizes and actively involves

physical education class.

**S4.E1.K** Follows directions in group settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

6th PE A 9:45am - 10:30am

**Badminton**

1 on 1 tournament games and then 2 vs 2 tournament games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

**S4.E3.4** Listens respectfully to corrective feedback from others (ex. peers, adults).

**S4.E4.4a** Praises the movement performance of others in both more and less skilled.

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

**S4.E6.4** Works safely with peers and equipment in physical activity settings.

Oschner 4th 9:45am - 10:15am

**Badminton**

1 vs 1 games and then play 2 vs 2 games

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

**S1.E25.4** Strikes an object with a long-handled implement (ex. hockey stick, golf club, bat, tennis racket, badminton racket) while demonstrating 3 of



talk.  
**S4.M4.6** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.  
**S3.M9.6** Employs correct techniques and methods of stretching.  
**S2.M7.6** Creates open space in net/wall games with a short-handled implement by varying force and direction.

9th Health Class A  
11:15am - 12:00pm

**Movie Fat sick almost dead**

A 60 day juice movie by Joe Cross.

**Standards**

- 1.12.1** Predict how healthy behaviors can affect health status.
- 1.12.3** Analyze how environment and personal health are interrelated.
- 2.12.8** Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 4.12.2** Demonstrate refusal, negotiation,

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.  
**S3.M9.6** Employs correct techniques and methods of stretching.  
**S2.M7.6** Creates open space in net/wall games with a short-handled implement by varying force and direction.

9th Health Class A  
11:15am - 12:00pm

**Movie Fat sick almost dead**

A 60 day juice movie by Joe Cross.

**Standards**

- 1.12.1** Predict how healthy behaviors can affect health status.
- 1.12.3** Analyze how environment and personal health are interrelated.
- 2.12.8** Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 4.12.2** Demonstrate

others with both higher and lower skill abilities into physical activities and group projects.  
**S4.E6.5** Applies safety principles with age-appropriate physical activities.  
**S3.E2.5** Actively engages in all the activities of physical education.  
**S2.E3.5b** Applies the concepts of direction and force to strike an object with a long-handled implement.  
**S2.E3.5a** Applies movement concepts to strategy in game situations.

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

**Badminton**

1 on 1 tournament games and then 2 vs 2 tournament games

**Standards**

- PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- PE.4** The physically literate individual exhibits responsible personal and social behavior that respects self and

others.  
**S3.M1.6** Describes how being physically active leads to a healthy body.  
**S3.M18.6** Identifies positive and negative results of stress and appropriate ways of dealing with each.  
**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.

Daugaard's Class

**Standards**

- S4.M4.6** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
- S3.M9.6** Employs correct techniques and methods of stretching.
- S2.M7.6** Creates open space in net/wall games with a short-handled implement by varying force and direction.

the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through).  
**S3.E2.4** Actively engages in the activities of physical education class, both teacher-directed and independent.  
**S4.E3.4** Listens respectfully to corrective feedback from others (ex. peers, adults).  
**S4.E4.4a** Praises the movement performance of others in both more and less skilled.  
**S4.E4.4b** Accepts players of all skill levels into the physical activity.  
**S4.E6.4** Works safely with peers and equipment in physical activity settings.

6th PE A 10:15am - 11:00am

**Badminton**

1 on 1 tournament games and then 2 vs 2 tournament games

**Standards**

- PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- PE.4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.



and collaboration skills to enhance health and avoid or reduce health risks.

**5.12.1** Examine barriers that can hinder healthy decision making.

**7.12.1** Analyze the role of individual responsibility for enhancing health.

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

6th Health A 12:30pm - 1:15pm

**Fat sick almost dead movie**

A 60-day juice diet about Joe Cross. He got off all medications because of the health choices he made.

**Standards**

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

**7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

**4.8.4** Demonstrate

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

**5.12.1** Examine barriers that can hinder healthy decision making.

**7.12.1** Analyze the role of individual responsibility for enhancing health.

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

9th Health class B 11:15am - 12:00pm

**Movie Fat sick almost dead**

A 60 day juice movie by Joe Cross.

**Standards**

**1.12.1** Predict how healthy behaviors can affect health status.

**1.12.3** Analyze how environment and personal health are interrelated.

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

**2.12.9** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**4.12.2** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or

others.

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

**S3.M18.6** Identifies positive and negative results of stress and appropriate ways of dealing with each.

**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.

**S3.M9.6** Employs correct techniques and methods of stretching.

**S2.M7.6** Creates open space in net/wall games with a short-handled implement by varying force and direction.

6th Health A 11:15am

10:30am - 11:00am

**Badminton**

1 on 1 game and then we will start 2 on 2 tournaments.

**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**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.E24.3a** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

**S1.E24.3b** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

**S2.E3.3** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

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

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

**S3.M18.6** Identifies positive and negative results of stress and appropriate ways of dealing with each.

**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.

**S3.M9.6** Employs correct techniques and methods of stretching.

**S2.M7.6** Creates open space in net/wall games with a short-handled implement by varying force and direction.

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





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

**2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

**1.8.3** Analyze how the environment affects personal health.

Schneiders class  
1:15pm - 1:45pm

**Badminton**

Continue playing 1 on 1 game and then start 2 on 2 tournaments.

reduce health risks.

**5.12.1** Examine barriers that can hinder healthy decision making.

**7.12.1** Analyze the role of individual responsibility for enhancing health.

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

Rec Sports 2:35pm - 3:18pm

**Basketball Game**

Baltic playing at home against Elkton Lake Benton. 1 game.

- 12:00pm

**Fat sick almost dead movie**

A 60-day juice diet about Joe Cross. He got off all medications because of the health choices he made.

**Standards**

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

**7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

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

**2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

**1.8.3** Analyze how the environment affects personal health.

**S4.E4.3a** Works cooperatively with others.

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

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

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

9th Health class B  
11:15am - 12:00pm

**Movie Fat sick almost dead**

A 60 day juice movie by Joe Cross.

**Standards**

**1.12.1** Predict how healthy behaviors can affect health status.

**1.12.3** Analyze how environment and personal health are interrelated.

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

**2.12.9** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**4.12.2** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or

**Gymnastics/Relays**

They will do some balancing exercises and then relays. The balancing exercises are the Stork Stand, Airplane, Finger Touch, Summersaults, Cart Wheels, log Role, Air Chair sit, Double Stand

**Standards**

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

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

**S1.E1.K** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

**S1.E7.Ka** Maintains momentary stillness on different bases of support.

**S1.E27.Ka** Executes a single jump with a self-turned rope.

**S3.E1.K** Identifies active-play opportunities outside of physical education class.

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

**S4.E1.K** Follows directions in group



**Standards**

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

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

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

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

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

**S2.E3.5b** Applies the concepts of direction and force to strike an object with a long-handled implement.

**S2.E3.5a** Applies movement concepts to strategy in game situations.

**S1.E24.5** Strikes an object consecutively, with a partner, using a short-handled implement, over a net

6th Health B 12:30pm - 1:15pm

**Fat sick almost dead movie**

A 60-day juice diet about Joe Cross. He got off all medications because of the health choices he made.

**Standards**

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

**7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

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

**2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

**1.8.3** Analyze how the environment affects personal health.

reduce health risks.

**5.12.1** Examine barriers that can hinder healthy decision making.

**7.12.1** Analyze the role of individual responsibility for enhancing health.

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

6th Health B 12:30pm - 1:15pm

**Fat sick almost dead movie**

A 60-day juice diet about Joe Cross. He got off all medications because of the health choices he made.

**Standards**

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

**7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

**4.8.4** Demonstrate how to ask for assistance to enhance the health of

settings (ex. safe behaviors, following rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

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

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

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

**S4.E5.1** Exhibits the established protocols for class activities.

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

**S4.E2.1** Follows the rules and parameters



or against a wall, in either a competitive or cooperative game environment.

Rec Sports 2:35pm - 3:18pm

**Basketball**

Basketball Skill work with 7th and 8th grade boys.

**Hoekman's Class**  
1:15pm - 1:45pm

**Gymnastics/Relays**

They will do gymnastics such as cartwheels, somersaults and more.

**Notes**

Need Tennis Balls and some boxes.

**Standards**

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

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

**S1.E1.K** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

**S1.E7.Ka** Maintains momentary stillness on different bases of support.

**S1.E27.Ka** Executes a single jump with a self-turned rope.

**S3.E1.K** Identifies active-play opportunities outside of physical education class.

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

**S4.E1.K** Follows directions in group settings (ex. safe behaviors, following

self and others.

**2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

**1.8.3** Analyze how the environment affects personal health.

Rec Sports 2:35pm - 3:18pm

**Basketball**

Basketball Skill work with 7th and 8th grade boys.

of the learning environment.

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

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

**S1.E27.1a** Jumps forward or backward consecutively using a self-turned rope.

**S1.E10.1** Demonstrates twisting, curling, bending and stretching actions.

**S1.E8.1** Transfers weight from one body part to another in self-space in dance and gymnastics environments.

**S1.E7.1** Maintains stillness on different bases of support with different body shapes.

**S1.E7.2a** Balances on different bases of support, combining levels and shapes.

**S1.E7.2b** Balances in an inverted position with stillness and supportive base.

**S1.E8.2** Transfers weight from feet to different body parts/ bases of support for balance and/or travel.

**S1.E10.2** Differentiates among twisting, curling, bending and stretching actions.

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

**S3.E2.2** Actively



rules, taking turns).

**S4.E2.K** Acknowledges responsibility for behavior when prompted.

**S4.E3.K** Follows instruction/directions when prompted.

**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.E1.K** Recognizes that physical activity is important for good health.

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

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

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

**S4.E5.1** Exhibits the established protocols for class activities.

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

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

engages in physical education class in response to instruction and practice.

**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.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.

**S1.E7.3** Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

**S1.E8.3** Transfers weight from feet to hands for momentary support.

**S1.E9.3** Applies skill.

**S1.E10.3** Moves into and out of gymnastics balances with curling, twisting and stretching actions.

**S2.E4.3a** Employs the concept of alignment in gymnastics and



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

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

**S1.E27.1a** Jumps forward or backward consecutively using a self-turned rope.

**S1.E10.1** Demonstrates twisting, curling, bending and stretching actions.

**S1.E8.1** Transfers weight from one body part to another in self-space in dance and gymnastics environments.

**S1.E7.1** Maintains stillness on different bases of support with different body shapes.

Rec Sports 2:35pm - 3:18pm

**Basketball**

Basketball Skill work with 7th and 8th grade boys.

dance.

**S2.E4.3b** Employs the concept of muscular tension with balance in gymnastics and dance.

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

**S3.E5.3** Demonstrates, with teacher direction, the health-related fitness components.

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

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

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

**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.E4.3** Describes



the positive social interactions that come when engaged with others in physical activity.

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

**S4.E6.4** Works safely with peers and equipment in physical activity settings.

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

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

**S4.E4.4a** Praises the movement performance of others in both more and less skilled.

**S4.E3.4** Listens respectfully to corrective feedback from others (ex. peers, adults).

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

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

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

**S1.E12.4** Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or



apparatus.

**S1.E10.4** Moves into and out of balances on apparatus with curling, twisting and stretching actions.

**S1.E9.4** Applies skill.

**S1.E8.4** Transfers weight from feet to hands, varying speed and using large extensions (ex. mule kick, handstand, cartwheel).

**S1.E7.4** Balances on different bases of support on apparatus, demonstrating levels and shapes.

**S1.E4.4** Uses spring-and-step take-offs and landings specific to gymnastics.

**S1.E3.4** Uses spring-and-step take-offs and landings specific to gymnastics.

**S1.E3.5** Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.

**S1.E4.5** Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.

**S1.E6.5** Applies skill.



**S1.E7.5** Combines balance and transferring weight in a gymnastics sequence or dance with a partner.

**S1.E8.5** Transfers weight in gymnastics and dance environments.

**S1.E9.5** Applies skill.

**S1.E12.5** Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.

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

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

**S4.E5.5** Critiques the etiquette involved in rules of various game activities.

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

**S5.M4.6** Describes how moving competently in a physical activity setting creates enjoyment.

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

**S4.M7.6** Uses physical activity and fitness equipment appropriately and safely, with the





teacher's guidance.

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

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

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

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

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

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

**S2.M12.6** Varies application of force during dance or gymnastic activities.

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

9th Health Class A



11:19am - 12:00pm

**Movie Fat sick almost dead**

A 60 day juice movie by Joe Cross.

**Standards**

**1.12.1** Predict how healthy behaviors can affect health status.

**1.12.3** Analyze how environment and personal health are interrelated.

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

**2.12.9** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

**5.12.1** Examine barriers that can hinder healthy decision making.

**7.12.1** Analyze the role of individual responsibility for enhancing health.

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

6th Health A 12:30pm - 2:15pm

**Fat sick almost dead movie**

A 60-day juice diet



about Joe Cross. He got off all medications because of the health choices he made.

**Standards**

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

**7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

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

**2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

**1.8.3** Analyze how the environment affects personal health.

Rec Sports 2:35pm - 3:18pm

**Basketball Game**

Baltic at Chester



staring at 4.