



Monday 03/09/2020	Tuesday 03/10/2020	Wednesday 03/11/2020	Thursday 03/12/2020	Friday 03/13/2020
<p><b>Geigle's Class</b> 8:15am - 8:45am</p> <p><b>Hockey</b></p> <p>Learning how to play hockey. Passing and dribbling and then 3 on 2 skill work.</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>PE.5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>S1.E1.5c</b> Combines traveling with manipulative skills for execution to a target (ex. scoring in soccer, hockey, basketball).</p> <p><b>S1.E25.5b</b> Combines striking with a long implement (ex. bat, hockey stick) with receiving and traveling skills in a small-sided game.</p> <p><b>S1.E26.5</b> Combines manipulative skills and traveling for execution to a target (ex. scoring in soccer, hockey, and basketball).</p>	<p><b>Wolff's and Lambert's Class</b> 8:15am - 8:45am</p> <p><b>Scooter activities</b></p> <p>We will do different activities with the scooters.</p> <p><b>Standards</b></p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>PE.5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p> <p><b>S4.E1.K</b> Follows directions in group settings (ex. safe behaviors, following rules, taking turns).</p> <p><b>S4.E2.K</b> Acknowledges responsibility for behavior when prompted.</p> <p><b>S4.E3.K</b> Follows instruction/directions when prompted.</p> <p><b>S4.E4.K</b> Share equipment and space with others.</p> <p><b>S4.E6.K</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p><b>S5.E3.Kb</b> Discusses the enjoyment of</p>	<p><b>Lerdal's Class 8:15am - 8:45am</b></p> <p><b>Scooter activities</b></p> <p>We will do different activities with the scooters.</p> <p><b>Standards</b></p> <p><b>S5.E3.1a</b> Describes positive feelings that result from participating in physical activities.</p> <p><b>S4.E6.1</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p><b>S4.E5.1</b> Exhibits the established protocols for class activities.</p> <p><b>S4.E3.1</b> Responds appropriately to general feedback from the teacher.</p> <p><b>S4.E1.1</b> Accepts personal responsibility by using equipment and space appropriately.</p> <p><b>S3.E2.1</b> Actively engages in physical education class.</p> <p><b>S2.E3.1a</b> Differentiates between fast and slow speeds.</p> <p><b>PE.3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>PE.5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment,</p>	<p><b>Lambert's Class</b> 8:15am - 8:45am</p> <p><b>Scooter activities</b></p> <p>We will do different activities with the scooters.</p> <p><b>Standards</b></p> <p><b>PE.4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>PE.5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>S3.E2.K</b> Actively participates in physical education class.</p> <p><b>S4.E1.K</b> Follows directions in group settings (ex. safe behaviors, following rules, taking turns).</p> <p><b>S4.E2.K</b> Acknowledges responsibility for behavior when prompted.</p> <p><b>S4.E3.K</b> Follows instruction/directions when prompted.</p> <p><b>S4.E4.K</b> Share equipment and space with others.</p> <p><b>S4.E6.K</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p><b>S5.E3.Kb</b> Discusses the enjoyment of playing with friends.</p>	<p><b>Lerdal's Class 8:15am - 8:45am</b></p> <p><b>Scooter activities</b></p> <p>We will do different activities with the scooters.</p> <p><b>Standards</b></p> <p><b>S5.E3.1a</b> Describes positive feelings that result from participating in physical activities.</p> <p><b>S4.E6.1</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p><b>S4.E5.1</b> Exhibits the established protocols for class activities.</p> <p><b>S4.E3.1</b> Responds appropriately to general feedback from the teacher.</p> <p><b>S4.E1.1</b> Accepts personal responsibility by using equipment and space appropriately.</p> <p><b>S3.E2.1</b> Actively engages in physical education class.</p> <p><b>S2.E3.1a</b> Differentiates between fast and slow speeds.</p> <p><b>PE.3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>PE.5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment,</p>



**S3.E4.5** Identifies the need for warm-up and cool down relative to various physical activities.

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

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

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

**Hockey**

Learning the game of hockey. Passing and dribbling along with shooting a goal.

**Standards**

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

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

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

**S2.E3.2** Varies time and force with gradual increases and decreases.

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

**PE.3** The physically literate individual demonstrates the

playing with friends.

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

**Hockey**

We will be playing Hockey for the next two weeks. They will learn to pass, catch, dribble and shoot with the hockey stick.

**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.

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

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

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

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

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

challenge, self-expression and/or social interaction.

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

**Hockey**

Learning the game of hockey. Passing and dribbling along with shooting a goal.

**Standards**

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

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

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

**S2.E3.2** Varies time and force with gradual increases and decreases.

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

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

**Swenson's Class**

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

**Scooter activities**

We will do different activities with the scooters.

**Standards**

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

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

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

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

challenge, self-expression and/or social interaction.

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

**Hockey**

Learning how to play hockey. Passing and dribbling and then 3 on 2 skill work.

**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.

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

**S1.E1.5c** Combines traveling with manipulative skills for execution to a target (ex. scoring in soccer, hockey, basketball).

**S1.E25.5b** Combines striking with a long implement (ex. bat, hockey stick) with receiving and traveling skills in a small-sided game.

**S1.E26.5** Combines manipulative skills and traveling for execution to a target (ex. scoring in



knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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

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

**Hockey**

Learning the game of hockey. Passing and dribbling along with shooting a goal.

**Standards**

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

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

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

**S2.E3.2** Varies time and force with gradual increases and decreases.

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

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

activities.

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

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

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

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

**Hockey**

Learning the game of hockey. Passing and dribbling along with shooting a goal.

**Standards**

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

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

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

**S2.E3.2** Varies time and force with gradual increases and decreases.

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

**PE.3** The physically literate individual demonstrates the knowledge and skills to achieve and

9:15am - 9:45am

**Hockey**

We will be playing Hockey for the next two weeks. They will learn to pass, catch, dribble and shoot with the hockey stick.

**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.

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

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

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

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

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

**S4.E3.3** Accepts and implements

social interaction.

**Wolf 9:15am - 9:45am**

**Scooter activities**

We will do different activities with the scooters.

**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.

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

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

soccer, hockey, and basketball).

**S3.E4.5** Identifies the need for warm-up and cool down relative to various physical activities.

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

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

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**Standards**

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

**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



fitness.

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

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

**Hockey**

We will be playing Hockey for the next two weeks. They will learn to pass, catch, dribble and shoot with the hockey stick.

**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.

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

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

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

**S3.E2.3** Engages in the activities of

maintain a health-enhancing level of physical activity and fitness.

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

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**Standards**

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

**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).

specific corrective feedback from the teacher.

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

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

**Schneiders class**  
9:45am - 10:15am

**Hockey**

Learning how to play hockey. Passing and dribbling and then 3 on 2 skill work.

**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.

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

**S1.E1.5c** Combines traveling with manipulative skills for execution to a target (ex. scoring in soccer, hockey, basketball).

**S1.E25.5b** Combines striking with a long implement (ex. bat,

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**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.M9.6** Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.

**S1.M10.6** Shoots on goal with power in a dynamic environment as appropriate to the activity.

**S1.M11.6** Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.

**S2.M3.6** Creates open space by using the width and length of the field/court on offense.

**S2.M6.6** Transitions from offense to defense or defense to offense by recovering

the movement performance of others in both more and less skilled.

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

**S3.E6.4** Discusses the importance of hydration and hydration choices relative to physical activities.

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

**S2.E1.4c** Dribbles in general space with changes in direction and speed.

**S2.E1.4a** Applies the concept of open spaces to combination skills involving traveling (ex. dribbling and traveling).

**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).

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



physical education class without teacher prompting.

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

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

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

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

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**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.M9.6** Foot-dribbles or dribbles with an implement with control, changing speed and direction

**S3.E6.4** Discusses the importance of hydration and hydration choices relative to physical activities.

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

**S2.E1.4c** Dribbles in general space with changes in direction and speed.

**S2.E1.4a** Applies the concept of open spaces to combination skills involving traveling (ex. dribbling and traveling).

**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).

**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.

6th PE A 10:30am -

hockey stick) with receiving and traveling skills in a small-sided game.

**S1.E26.5** Combines manipulative skills and traveling for execution to a target (ex. scoring in soccer, hockey, and basketball).

**S3.E4.5** Identifies the need for warm-up and cool down relative to various physical activities.

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

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

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**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

quickly.

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

**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.

**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.

Daugaard's Class 10:30am - 11:00am

**Hockey**

We will be playing Hockey for the next two weeks. They will learn to pass, catch, dribble and shoot with the hockey stick.

**Standards**

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

**PE.4** The physically

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

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

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**Standards**

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

**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).

**S3.E6.4** Discusses the importance of hydration and hydration choices



in a variety of practice tasks.

**S1.M10.6** Shoots on goal with power in a dynamic environment as appropriate to the activity.

**S1.M11.6** Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.

**S2.M3.6** Creates open space by using the width and length of the field/court on offense.

**S2.M6.6** Transitions from offense to defense or defense to offense by recovering quickly.

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

**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.

**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,

11:15am

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**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.M9.6** Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.

**S1.M10.6** Shoots on goal with power in a dynamic environment as appropriate to the activity.

**S1.M11.6** Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.

**S2.M3.6** Creates open space by using the width and length of the field/court on offense.

**S2.M6.6** Transitions from offense to defense or defense to offense by recovering quickly.

social interaction.

**S1.M9.6** Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.

**S1.M10.6** Shoots on goal with power in a dynamic environment as appropriate to the activity.

**S1.M11.6** Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.

**S2.M3.6** Creates open space by using the width and length of the field/court on offense.

**S2.M6.6** Transitions from offense to defense or defense to offense by recovering quickly.

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

**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.

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

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.

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

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

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

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

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

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

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

relative to physical activities.

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

**S2.E1.4c** Dribbles in general space with changes in direction and speed.

**S2.E1.4a** Applies the concept of open spaces to combination skills involving traveling (ex. dribbling and traveling).

**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).

**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.

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

**Health project**

Health projects where

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

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



encouraging others and playing in the spirit of the game or activity.

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

**Health project**

Health projects where they choose a client and have to come up with the weight program, nutritional program and a social awareness program to fit their client. The three need to work together to come up with a plan that fits their client.

**Standards**

- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.4 Determine when professional health services may be required.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate

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

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.

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.

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

**Health project**

Health projects where they choose a client and have to come up with the weight program, nutritional program and a social awareness program to fit their client. The three need to work together to come up with a plan that fits their client.

**Standards**

- 1.12.5 Propose ways to reduce or prevent injuries and

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 - 12:00pm

**Chapter 7**

We will be talking about conflicts and conflict resolution. Role-playing some conflict situations so they understand how to handle the situations. Talk about bullying and commitments.

**Standards**

- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and

they choose a client and have to come up with the weight program, nutritional program and a social awareness program to fit their client. The three need to work together to come up with a plan that fits their client.

**Standards**

- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.4 Determine when professional health services may be required.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.4 Generate

**Hockey**

We will be playing hockey and learning the game. We will dribble, catch, pass and shoot the puck under control.

**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.M9.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
- S1.M10.6 Shoots on goal with power in a dynamic environment as appropriate to the activity.
- S1.M11.6 Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.
- S2.M3.6 Creates open space by using the width and length of the field/court on offense.
- S2.M6.6 Transitions from offense to defense or defense to offense by recovering quickly.
- S2.M10.6 Identifies



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

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

**5.12.4** Generate alternatives to health-related issues or problems.

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

**8.12.3** Work cooperatively as an advocate for improving personal, family, and community health.

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

**Chapter 7**

We will be talking about conflicts and conflict resolution. Role-playing some conflict situations so they understand how to handle the situations. Talk about bullying and commitments.

**Standards**

**1.8.2** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

**1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.

**2.8.2** Describe the

health problems.

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

**2.12.2** Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

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

**3.12.4** Determine when professional health services may be required.

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

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

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

**5.12.4** Generate alternatives to health-related issues or problems.

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

**8.12.3** Work cooperatively as an advocate for improving personal, family, and community health.

9th Health class B

behaviors.

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

**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.

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

**Chapter 7**

We will be talking about conflicts and conflict resolution. Role-playing some conflict situations so they understand how to handle the situations. Talk about bullying and commitments.

**Standards**

**1.8.2** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

**1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.

**2.8.2** Describe the influence of culture on health beliefs,

alternatives to health-related issues or problems.

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

**8.12.3** Work cooperatively as an advocate for improving personal, family, and community health.

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

**Chapter 7**

We will be talking about conflicts and conflict resolution. Role-playing some conflict situations so they understand how to handle the situations. Talk about bullying and commitments.

**Standards**

**1.8.2** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

**1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.

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

**2.8.3** Describe how peers influence healthy and unhealthy behaviors.

**2.8.4** Analyze how

open spaces and attempts to strike object into that space.

**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.

**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.

9th Health Class A 11:19am - 12:00pm

9th Health class B 11:19am - 12:00pm

**Health project**

Health projects where they choose a client and have to come up with the weight program, nutritional program and a social awareness program to fit their client. The three need to work together to come up with a plan that fits their client.

**Standards**

**1.12.5** Propose ways to reduce or





influence of culture on health beliefs, practices, and behaviors.

**2.8.3** Describe how peers influence healthy and unhealthy behaviors.

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

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

**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.

11:15am - 12:00pm

**Health project**

Health projects where they choose a client and have to come up with the weight program, nutritional program and a social awareness program to fit their client. The three need to work together to come up with a plan that fits their client.

**Standards**

**1.12.5** Propose ways to reduce or prevent injuries and health problems.

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

**2.12.2** Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

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

**3.12.4** Determine when professional health services may be required.

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

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

**5.12.1** Examine barriers that can

practices, and behaviors.

**2.8.3** Describe how peers influence healthy and unhealthy behaviors.

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

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

**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.

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

**Scooter activities**

We will do different activities with the scooters.

**Standards**

**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

the school and community can affect personal health practices and behaviors.

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

**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.

Rec Sports 2:35pm - 3:18pm

prevent injuries and health problems.

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

**2.12.2** Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

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

**3.12.4** Determine when professional health services may be required.

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

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

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

**5.12.4** Generate alternatives to health-related issues or problems.

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

**8.12.3** Work cooperatively as an advocate for improving personal, family, and community health.



hinder healthy decision making.

**5.12.4** Generate alternatives to health-related issues or problems.

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

**8.12.3** Work cooperatively as an advocate for improving personal, family, and community health.

Rec Sports 2:35pm - 3:18pm

**Circuit Training**

Foot speed drills with ladders and circuits.

**Standards**

**S5.M3.8** Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

**S4.M7.8** Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

**S4.M4.8** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

**S4.M3.8** Provides encouragement and feedback to peers without prompting from the teacher.

for class activities.

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

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

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

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

**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.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

**Circuit Training**

Foot speed drills with ladders and circuits.

**Standards**

**S5.M3.8** Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

**S4.M7.8** Independently uses physical activity and fitness equipment appropriately, and

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

**Chapter 7**

We will be talking about conflicts and conflict resolution. Role-playing some conflict situations so they understand how to handle the situations. Talk about bullying and commitments.

**Standards**

**1.8.2** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

**1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.

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

**2.8.3** Describe how peers influence healthy and unhealthy behaviors.

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

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

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



**S4.M1.8** Accepts responsibility for improving one's own levels of physical activity and fitness.

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

identifies specific safety concerns associated with the activity.

**S4.M4.8** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

**S4.M3.8** Provides encouragement and feedback to peers without prompting from the teacher.

**S4.M1.8** Accepts responsibility for improving one's own levels of physical activity and fitness.

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

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

**4.8.3** Demonstrate effective conflict management or resolution strategies.

Rec Sports 2:35pm - 3:18pm