Week-At-A-Glance Jan. 4-8 **WEEK 1 Coach Stewart- Body Sculpting**

Goal: Introduce teacher, students, material, procedures

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| NO SCHOOL | **Essential Question**: Why are you taking this class, what is your purpose? | **Essential Question:** Explain the difference between the Wellness Components and the Health-Related Components | **Essential Question:** How can we use our pretest scores to set our end of semester goals? | Essential Question: What are the areas the Fitness Gram assesses? |
|  | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. | Standard 3: Participates regularly in physical activity. 3.1 & 3.3 | Standard 3: Participates regularly in physical activity. 3.1 & 3.3 |
|  | **Objectives**: Explain Policies and Procedures | **Objectives**: student will learn about the health related components and why they are important. | **Objectives**: Students will work on their muscular endurance while participating in the circuit. | **Objectives:** Students will be assessed on ht, wt, and sit and reach |
|  | **Activities**: TRSS Forms, Policies Sheet, Complete Pre-Exercise Medical FormCDC-Obesity TrendsDiet Analysis“Hungry for Change” with questions | **Activities:** Collect signed forms“Hungry for Change” with questionsYou tube: Skinny on ObesityForm fitness Goals and eating habits goals“real food vs man made foods” | **Activities:** Assign LockersFitness Center OrientationIndoor CircuitJog/walk 20 minutes  | **Activities:**Fitness Gram assessmentWeightHeightSit and Reach |
|  |  | **Assessment:** Fitness Goals | **Assessment:**  Participation in activities and making the pacing marks on the jog/walk | **Assessment:** Participation in Fitnessgram activities. |
|  |  | **Differentiation:** Audio and Visual: PP and Video, Graphs of Physical Inactivity | **Differentiation: :** Adjust activity level to fitness levels | **Differentiation:**  |