


Ganado Unified School District

(Physical Education/8th grade)

PACING Guide 1st Quarter SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week 1 -Dynamic Physical Education Lesson Plan Book -Work Sheets -Fitness Logs	Strand 4: Achieves and maintains a health-enhancing level of physical fitness. Concept 1: Health-Related Fitness PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition	How can practice improve performance What is the FITT Principle? Why is exercise so important to ones health?	I will be able to: -Explain the pros and cons of my fitness test performance. -Examine and critique my fitness test performances. -Learn and follow basic management activities necessary for participation in Physical Education classes.	-Cardiovascular Endurance -Muscular Strength -Performance -Goal-Setting -Long-term goal -Short-term goal
Dynamic Physical Education Textbook Work Sheets	Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Concept 1: Fundamental Movement Skills PO 1. Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities	Where was the game of soccer invented (History)? How can playing soccer improve your health? Why do you think the game of soccer is so popular around the world?	I will be able to : -Demonstrate fundamental soccer skills, such as trapping, passing, and dribbling. -Demonstrate punting, striking, defending the ball, and goal-keeping skills. -Critique a fellow classmate's skills performance and provide feedback. -To create scoring opportunities against the goalie in one-on-one situations.	Passing Trapping Striking Punting Defending the ball Goal-Keeping

<p>Week 2</p> <p>Dynamic Physical Education Textbook</p>	<p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Concept 3: Complex or Specialized Movement Skills cont.</p> <p>PO 2. Dribble and pass to a moving target or partner (hands and feet)</p> <p>PO 4. Effectively maintain possession of a ball during a modified invasion game</p> <p>PO 5. Effectively uses ball placement to create scoring opportunities during a modified net/court game</p> <p>PO 6. Adequately employs off-the-ball movement during modified game play</p>	<p>How can you maintain possession of a soccer ball without turning it over?</p> <p>Why is teamwork so important?</p> <p>What is the difference between a yellow and red card in the game of soccer?</p> <p>How can you create scoring opportunities for your team to successfully score a goal?</p> <p>Soccer World Cup happens every how many years?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -use pedometers to track the number of steps I take within the class period. -demonstrate skills and knowledge of the game for soccer. -create scoring opportunities for my team by passing, striking and playing magnificent defense. -show ball possession skills -demonstrate individual and team defense. <p>Communicate with my team and help one another during the soccer game.</p> <p>Follow all soccer rules and show respect to all classmates.</p> <p>Demonstrate my knowledge of soccer through a written unit test.</p>	<p>Team play</p> <p>Sportsmanship</p> <p>Tackle</p> <p>Header</p> <p>Save</p> <p>Goal Kick</p> <p>Throw-in</p> <p>Free Kick</p> <p>Hand ball</p> <p>Forward position</p> <p>Mid fielder position</p> <p>Defender position</p>
<p>Week 3</p> <p>-Dynamic Education Textbook and Curriculum Guide</p>	<p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Concept 2: Rhythmic Movement</p> <p>PO 1. Identify the critical elements of a skill</p>	<p>What is the difference between an extra point field goal and a field goal for 3 points?</p> <p>What is the difference between a run block and a pass block</p> <p>Why is football such a popular sport in the United States of America?</p> <p>What type of skills do you need to demonstrate when playing a specific</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> - Demonstrate football ready stance positions. (2pt stance, 3pt stance, WR stance, DB stance, LB stance) -Throw a spiral pass, catch a football, (receiving) -Demonstrate and self assess fundamental football skills: Throwing, receiving a handoff, executing a ball snap, blocking, ball carrying, and punting the football. 	<p>Football</p> <p>Handoff</p> <p>Ball Snap</p> <p>Blocking</p> <p>Punting</p> <p>3-point stance</p> <p>2-point stance</p> <p>4-point stance</p>

	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Concept 2: Scientific Principles PO 1. Monitor and record personal physical activity levels PO 2. Identify & apply warm-up up, cool-down, FITT principles in a physical activity program</p>	<p>offensive position and defensive position? Explain your football position that you played to answer that question.</p> 	<ul style="list-style-type: none"> -Demonstrate running specific routes, faking maneuvers, and defending the pass. -Continue to document daily physical activities in PE class. -Explain what the FITT principle is -to continue applying proper warm-ups and cool down procedures before and after workouts. 	<ul style="list-style-type: none"> -FITT Principles -Warm-Up -Cool-Down -Physical Activity Levels -Monitor
<p>Week 4</p> <ul style="list-style-type: none"> -Textbook -Worksheets -Poster Illustrations 	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Concept 1: Movement Concepts PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least 4 different sports or specialized physical activities PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance</p>	<ul style="list-style-type: none"> -How can you beat a man-to-man and zone coverage when you are passing the football? -What types of pass coverage can defenses throw at you? -Why do you think an unsportsmanlike penalty is 15-yard penalty compared to an offside penalty that is a 5-yard penalty? Explain the kicking game part of football? Kickoffs, punting, field goal. And extra point field goal. 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Assist in creating our own football plays for offense and defense. -Design a diagram with a partner showing at least five referee signals of infractions. -Summarize a football position played on the field and their roles, responsibilities and why I chose that particular position. -Illustrate a football field and all its lines and dimensions. -Observe a peer and provide feedback for a football related skill they are doing. -Continue to practice all the football ready and position stances when participating in the game. 	<ul style="list-style-type: none"> -Holding penalty -Offside penalty -False start penalty -Delay of game penalty -Pass Interference penalty -Defensive holding penalty -Unsportsmanlike penalty -Overtime

			<ul style="list-style-type: none"> -Participate in a variety of fitness activities designed to enhance fitness levels. -Maintain or progress towards goals that I set for myself after I completed my Fitness Assessment Activities. 	
<p>Week 5</p> <ul style="list-style-type: none"> -Textbook -Hand Outs -Lesson Plan 	<p>Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.</p> <p>Concept 1: Physical Activity in a Physical Education Program</p> <p>PO 1. Participate in instructionally appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class</p> <p>PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes</p>	<ul style="list-style-type: none"> -How can playing volleyball on a consistent basis improve performance? -Why is it so important to execute a great serve? -What volleyball skill gives you the most trouble? Please explain why? -What types of moderate and vigorous physical activities do you think can improve jumping ability? Where did the sport of volleyball first begin? 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Execute 75-90 % accuracy when passing and setting volleyball. -Demonstrate a power jump as high as I can when spiking a volleyball -Serve volleyball over the net 75-90% consistency. -Work with a partner and small group in demonstrating competency in keeping the volleyball in the air. -Show the tree step hit sequence (pass, set, and spike)with my group. -Continue to participate and complete fitness activities with best effort. -Explain moderate and vigorous types of physical activities 	<ul style="list-style-type: none"> -Overhand serve -Carrying the ball -Jump Serve -Blocking -Ten foot line -Kill -Dig -Assist -Moderate -Vigorous
<p>Week 6</p> <ul style="list-style-type: none"> Textbook Wikipedia 	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<ul style="list-style-type: none"> -How can you help your team execute specific offensive plays? -How can working together with your team 	<p>I will be able to:</p> <ul style="list-style-type: none"> -To demonstrate fundamental volleyball skills in a modified game. -Understand the rules of the game for volleyball during modified 	<ul style="list-style-type: none"> -Set point -Rally scoring -Side-out -Outside hitter -Setter -Middle Blocker

	<p>Concept 3: Strategies and Tactics PO 2. Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities</p> <p>Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.</p> <p>Concept 2: Physical Activity Outside a Physical Education Program cont. PO 2. Demonstrate an active lifestyle through documentation of daily activity</p>	<p>help with defensive effort? Why do you think it is important to be physically active outside the PE classroom? What type of scoring system does volleyball use for high school and college levels</p>	<p>games. -Display proper sportsmanship at all times. -Follow all rules and demonstrate fairness throughout the game. -Demonstrate an active lifestyle through daily documentation in class and outside of class. -Show proof of outside physical activity through Fitness Logs.</p>	<ul style="list-style-type: none"> -Libero -Net violation -Ace -Rotation
<p>Week 7</p> <p>Dynamic Physical Education Curriculum Textbook</p>	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Concept 3: Strategies and Tactics PO 1. Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly</p>	<p>How can being a ready stance help you field a ground ball or fly ball? When throwing, what are some important cues you got to do for an accurate throw? Why do think batting is such a difficult skill at first? What are some skills you have to do in order to catch a fly ball while on the move?</p>	<ul style="list-style-type: none"> -Demonstrate proper glove placement to catch a softball -Display proper form of throwing a softball and hit targets consistently -Demonstrate a good batting stance and hit the softball with some force. -Field ground balls and fly balls while on the move. -Throw the ball to the cut off person and run a relay throw when the ball is hit to the outfield. -Continue to improve my cardiovascular endurance and muscular strength through a variety of physical activities. -Continue input daily physical activities in the Fitness Log 	<ul style="list-style-type: none"> -Ground ball -Fly ball -Line Drive -Relay from the outfield -Softball -Catcher -Batting stance -Strike out -Base on balls -Hit by a pitch -Taper -Duration

<p>Wee 8</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Posters showing softball/baseball skills</p>	<p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Concept 2: Rhythmic Movement</p> <p>PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills</p>	<p>-How can your team execute double play?</p> <p>-What is an infield fly rule?</p> <p>-What is the distance in feet from the pitching mound to home plate for softball and baseball (high school play)?</p> <p>-Can a batter run even though he misses on a third strike swing?</p> <p>Explain why or why not</p> <p>How can using Rhythmic movement help with pitching or fielding?</p> <p>-What happens if the game is tied after 7 innings?</p>	<p>I will be able to:</p> <p>-Understand the rules of the game for softball/baseball</p> <p>-Demonstrate team play in a modified softball/baseball game</p> <p>-Compare and contrast the sport of softball and baseball</p> <p>-Explain how innings work</p> <p>-Explain at least 4 ways a fielding team can get an out</p> <p>-Demonstrate some movement patterns that can help with throwing accurately to specific targets</p> <p>-Demonstrate movement patterns to help improve my speed</p> <p>-Understand how to calculate batting averages</p> <p>-Demonstrate my knowledge of the game by doing an excellent job on the unit written test</p>	<p>-Innings</p> <p>-Full count</p> <p>-Batting Average</p> <p>-Extra innings</p> <p>-Single</p> <p>-Double</p> <p>-Triple</p> <p>-Home run</p> <p>-Errors</p> <p>-Designated hitter</p> <p>-Starting pitcher</p> <p>-Relief pitchers</p> <p>-Closer</p>
<p>Week 9</p> <p>Dynamic Physical Education Curriculum Textbook Fitness Log</p>	<p>Strand 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Concept 1: Health-Related Fitness</p> <p>PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition</p> <p>PO 2. Maintains or progresses toward</p>	<p>How well do you think you improved or not on your fitness test activities?</p> <p>What activities that we have been doing in PE class help with your 1 mile run time, 1 minute sit ups, and 1 minute push ups?</p>	<p>I will be able to:</p> <p>-Complete all my fitness test activities to best of my ability/effort</p> <p>-Try and improve my 1-mile run time from the first week class to now</p> <p>-Try and improve my 1-minute push ups and sit up scores from the previous test</p>	<p>-Fitness Test</p> <p>-Max performance</p> <p>-Frisbee</p> <p>-Frisbee golf</p> <p>-Frisbee football</p> <p>-Ultimate Frisbee</p> <p>-Par</p> <p>-Birdie</p> <p>-Bogy</p> <p>-Touchdown</p>

	<p>age- and gender- appropriate levels of performance on a criterion-referenced health-related fitness assessment</p>		<ul style="list-style-type: none"> -Demonstrate knowledge of the game for Frisbee golf -Demonstrate skills and knowledge of the game for Frisbee football -Demonstrate skills and knowledge of the game for Ultimate Frisbee 	
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Ganado Unified School District (Physical Education/8th Grade)


PACING Guide 2nd Quarter SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Week 10</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Video showing badminton singles and doubles matches</p>	<p>Strand 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Concept 1: Health-Related Fitness PO 3. Participate in a variety of fitness activities designed to enhance fitness levels</p> <p>Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Concept 1: Personal Behavior PO 1. Exhibit self-control that requires minimal teacher supervision during class activities PO 2. Correctly utilizes appropriate safety equipment</p>	<p>-How can you design a similar game to badminton? Explain</p> <p>-What do you think is the most difficult swing to execute when hitting the birdie</p> <p>-Why do you think the sport of badminton is not very popular as compared to basketball or football?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Demonstrate correct form for overhead swing -Demonstrate correct form for a forehand swing -Demonstrate correct form for a backhand swing -Execute serving the birdie over the net on a consistent basis -Demonstrate a rally with a partner -Learn the history of the game for badminton -Compare and contrast badminton and another net like sport game -Set new fitness goals to accomplish in 2nd quarter -Continue with my fitness logs and participate regularly in PE class -Continue to document the variety of fitness activities that can enhance my fitness levels 	<p>Badminton</p> <p>Birdie/Shuttlecock</p> <p>Forehand clear shot</p> <p>Backhand clear shot</p> <p>Overhead clear shot</p> <p>Rally</p> <p>Serve</p> <p>Net play</p> <p>Smash</p>

<p>Week 11</p> <p>Textbook Teaching Badminton Book</p>	<p>Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Concept 1: Personal Behavior</p> <p>PO 3. Correctly follow safety protocols in physical education content areas at all times</p> <p>PO 4. Participate positively in class activities</p>	<p>-How would you go about starting a badminton club for your community?</p> <p>-What game do you feel is better suited for you? Playing doubles or singles match?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Demonstrate knowledge of the game for singles and doubles badminton -Explain at least three safety procedures for badminton play -Explain in writing four different ways you can positively participate in class. -Communicate with my partner when hitting the birdie so we can prevent any collisions. -Explain how the scoring system goes for badminton. 	<p>Safety Protocols</p> <p>Responsible behavior</p> <p>Sets</p> <p>Match point</p> <p>Singles match</p> <p>Doubles match</p>
<p>Week 12</p> <p>Textbook</p>	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Concept 1: Values Physical Activity</p> <p>PO 4. Identify obstacles to regular participation</p> <p>Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PO 5. Demonstrate cooperation relative to general class rules and routines</p> <p>PO 6. Demonstrate perseverance in dealing with difficult skills, game situations and social interactions</p>	<p>-What kind of obstacles to do come upon when exercising for longer periods of time?</p> <p>-Why do you think it is important to follow class rules for gym hockey stick handling?</p> <p>What are some examples of difficult skills or situations you had to preserve through in PE class or other classes? Or maybe at home</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Demonstrate correct gym hockey stick handling skills at all times -Follow all safety protocols for gym hockey -Explain gym hockey and its positive affects on physical fitness -Demonstrate dribbling the puck, passing, and trapping using a hockey stick -Demonstrate slap shots and wrist shots into the net. -Demonstrate goal-keeping skills against live shots 	<p>Stick handling</p> <p>Trapping the puck</p> <p>Dribbling the puck</p> <p>Wrist shot</p> <p>Slap shot</p> <p>Goal-keeping</p> <p>Perseverance</p>

<p>Week 13</p> <p>Dynamic Physical Education Curriculum Textbook</p>	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Concept 1: Values Physical Activity PO 4. Identify obstacles to regular participation</p> <p>Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. PO 5. Demonstrate cooperation relative to general class rules and routines PO 6. Demonstrate perseverance in dealing with difficult skills, game situations and social interactions</p>	<p>-How can you identify who is doing the face-off skill for each team? -What are some dangerous outcomes that can happen if players do not follow the rules for Gym Hockey or Ice Hockey? -What do you think it will take for you to play in the NHL (National Hockey League)?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Work together with my team to show offensive and defensive strategies during a game. -Understand and explain the rules of the game for Gym Hockey -Explain how the scoring system goes for Gym Hockey -Demonstrate a face-off -Cooperate and follow all Gym Hockey and Class rules at all times. -Have fun participating in the Gym Hockey game with my classmates -Identify all Gym Hockey skill positions on the floor 	<ul style="list-style-type: none"> -Hockey forward position -Hockey center position -Hockey Defensemen position -Hockey Goalie position -Off-sides penalty -Tripping penalty -Power play opportunity -Shift changes
<p>Week 14</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Basketball Videos showing advanced dribbling moves</p>	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Concept 1: Values Physical Activity PO 1. Demonstrates enjoyment during and/or after engaging in physical activity</p> <p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Concept 3: Complex or Specialized Movement Skills cont. PO 2. Dribble and pass to a moving target or partner (hands and feet) PO 3. Demonstrate proficiency (basic</p>	<p>-How can you improve your shooting percentages for basketball? -How do you think you would feel if you played in the NBA or WNBA? Explain -What are some reasons why you enjoy physical activities such as playing basketball? -Do you and your family value physical fitness? Please explain</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Demonstrate advanced dribbling skills such as behind the back, spin, in and out, cross over between the legs and stutter dribble. -Box out a defender and rebound the ball -Utilize correct form when shooting the basketball -Calculate my shooting percentages from different areas of the court to see where I am most comfortable 	<ul style="list-style-type: none"> -Basketball -Double dribble -Traveling violation -Speed dribble -Rebounding -Offensive and Defensive Rebound -Assist -V cut, L cut, baseline cut -Give and Go

	skills, strategies and rules) in at least three different movement forms			
<p>Week 15</p> <p>Teaching Basketball to Secondary school children book</p>	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Concept 1: Values Physical Activity</p> <p>PO 2. Engage in physical activity for personal, social, and/or health benefits beyond the Physical Education program</p> <p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Concept 3: Complex or Specialized Movement Skills cont.</p> <p>PO 4. Effectively maintain possession of a ball during a modified invasion game</p> <p>PO 5. Effectively uses ball placement to create scoring opportunities during a modified net/court game</p> <p>PO 6. Adequately employs off-the-ball movement during modified game play</p>	<p>-How do you feel before and after you engage in physical activities during PE class and outside of PE class?</p> <p>-What would be the short and long-term benefits of keeping physical activity part of your daily routine?</p> <p>-How can playing sports like basketball benefit you personally and socially?</p>	<p>I will be able to:</p> <p>-Demonstrate on ball and off the defense</p> <p>-Practice and show give and go strategies</p> <p>-Identify all the basketball court lines and dimensions</p> <p>-Participate with my team and utilize offensive and defensive strategies</p> <p>-Demonstrate basketball skills and knowledge of the game when playing a 4 quarters like game</p> <p>-Identify the different types of basketball fouls infraction signals</p> <p>-Show my knowledge of basketball by doing well on the unit test</p>	<p>-Backcourt violation</p> <p>-Three seconds violation</p> <p>-Top of the key</p> <p>-Elbow area</p> <p>-3 point line</p> <p>-The paint</p> <p>-Mid court line</p> <p>-Overtime</p> <p>-Personal foul</p> <p>-Technical foul</p>
<p>Week 16</p> <p>DVD videos of Zumba, Taebo, Biggest</p>	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Concept 1: Values Physical Activity</p>	<p>-Do you think workout videos are a great way to actively participate in fitness activities?</p> <p>-What other types of fitness or sport interest</p>	<p>-I will be able to:</p> <p>-Demonstrate interest and willingness to learn the workouts to the DVDs</p>	<p>Zumba</p> <p>Muscular development</p> <p>Cardio endurance</p> <p>Taebo</p> <p>Kick Boxing</p> <p>Power Lunges</p>

<p>Loser Challenge</p>	<p>PO 3. Demonstrates interest/willingness to learn more about or try new activities or challenges</p>	<p>do you feel we can do in PE classes? -What are some challenges you face that prevents you from doing physical activity?</p> 	<p>-Participate and follow a Zumba workout video designed to enhance fitness levels -Demonstrate participation in a Taebo video to best of my ability -Use the Biggest Loser Workout video as a way to build cardio endurance. -Set a goal of running 2 miles under 20 minutes.</p>	<p>Walk it out push ups Intensity</p>
<p>Week 17 Posters Dynamic Physical Education Textbook</p>	<p>Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class. Concept 1: Physical Activity in a Physical Education Program PO 1. Participate in instructionally appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes</p> <p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Concept 1: Fundamental Movement Skills Performance Objectives PO 1. Effectively employ age-appropriate fundamental movement</p>	<p>-How can lifting weights benefit your body? -What are some important keys/techniques you need to follow to prevent injuries? -To build muscular strength, what types of exercise lifts do you think can help you achieve your goal? -To build muscular tone/definition, what types of lifts and the amount of repetitions would you focus on? -Why do you think it is important to teach weight lifting techniques? -Why do you think people use steroids?</p>	<p>I will be able to: -Do my best following techniques and procedures for the weight lifting unit -Demonstrate proper techniques of doing a bench press -Demonstrate proper techniques of dumb bell lifts -Demonstrate proper techniques of squats -Demonstrate proper techniques of dead lifts -Demonstrate proper techniques of medicine ball activities -Learn and demonstrate lifts to build the biceps and triceps muscles -Learn and demonstrate lifts to build the trapezius and deltoid muscles.</p>	<p>-Muscular strength -Muscular definition -Pectoral muscle -Triceps muscle -Biceps muscle -Trapezius muscle -Deltoid -Latisimus Dorsi -Abdominal muscles -Rectus Femoris muscle -Gastrocnemius muscle Warm ups Cool downs Intensity Reps Lifting techniques</p>

	<p>skills in order to successfully participate in a variety of modified physical activities</p> <p>Concept 2: Rhythmic Movement Performance Objectives</p> <p>PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills</p>		<p>-Learn and demonstrate lifts to build the hamstring and gastrocnemius muscles</p> <p>-Identify muscles names and their body locations</p>	
<p>Week 18</p> <p>Fitness Log book</p> <p>Dynamic Physical Education Textbook</p>	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Concept 2: Scientific Principals</p> <p>PO 5. Analyze results from criterion referenced Health-related fitness assessment</p> <p>PO 7. Explain a stress relieving physical activity that is personally effective</p> <p>Strand 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Concept 1: Health-Related Fitness</p> <p>PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition</p>	<p>-How do you feel you performed on all three fitness testes through out the semester?</p> <p>-What are some fitness improvements you think you gained during the semester in PE</p> <p>-Why do you think you didn't accomplish your fitness goal you set for yourself?</p> <p>-Now that PE class is coming to a close, what ways do you plan on keeping an active lifestyle?</p> <p>Explain at least two stress relieving activities that work for you</p>	<p>I will be able to:</p> <p>-Complete all fitness test activities using my best effort (Post Test)</p> <p>-Analyze all three of my 1-mile run times and come up with a conclusion of how well I performed</p> <p>-Conclude if I accomplished the fitness goal I set for myself at beginning of the semester</p> <p>-Demonstrate bowling skills and knowledge of the game</p> <p>-Turn in a completed bowling score card showing competency of scoring knowledge</p> <p>-Explain the differences between a strike, spare, turkey is</p> <p>-Have fun with my partner setting up the bowling pins and playing</p> <p>-Turn in a completed fitness log showing documentation of physical activities, bell work, and objectives for the semester.</p>	<p>Bowling</p> <p>Spare</p> <p>Strike</p> <p>Turkey</p> <p>Frames</p> <p>Health Related fitness</p>