

Ganado Unified School District (Physical Education/6th Grade)



PACING Guide 6th Grade SY 2014-2015


Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week 1 Wikipedia Handball online information	<p>Strand 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>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</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 PO 1. Identify the critical elements of a skill</p>	<ul style="list-style-type: none"> -How can practice improve performance? -What is the FITT Principle? -Why do you think goal setting is important? -How do you think is the best way to get the ball from one end to other to give your team a chance to score a goal for handball? -What is a give and go strategy? 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Set a fitness goal that I want to accomplish by the end of the semester. -Do my best completing all fitness test activities. -Examine and critique my fitness test performances. -Learn and follow basic management activities necessary for participation in Physical Education classes. -Learn and execute throwing skills such as one hand pass, over head pass, and one hand bounce pass in order to play team handball. -Demonstrate catching using my hands. -Demonstrate on ball defense by moving my feet and using my hands to guard the person with the ball. 	<ul style="list-style-type: none"> -Cardiovascular Endurance -Muscular Strength -Performance -Goal-Setting -Handball -Goalie -First wave -Second wave -Third wave
Week 2 -Worksheets	<p>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and</p>	<ul style="list-style-type: none"> -What are some rules infractions for handball? 	<p>I will be able to:</p>	<ul style="list-style-type: none"> Goals Defensive zone Referee

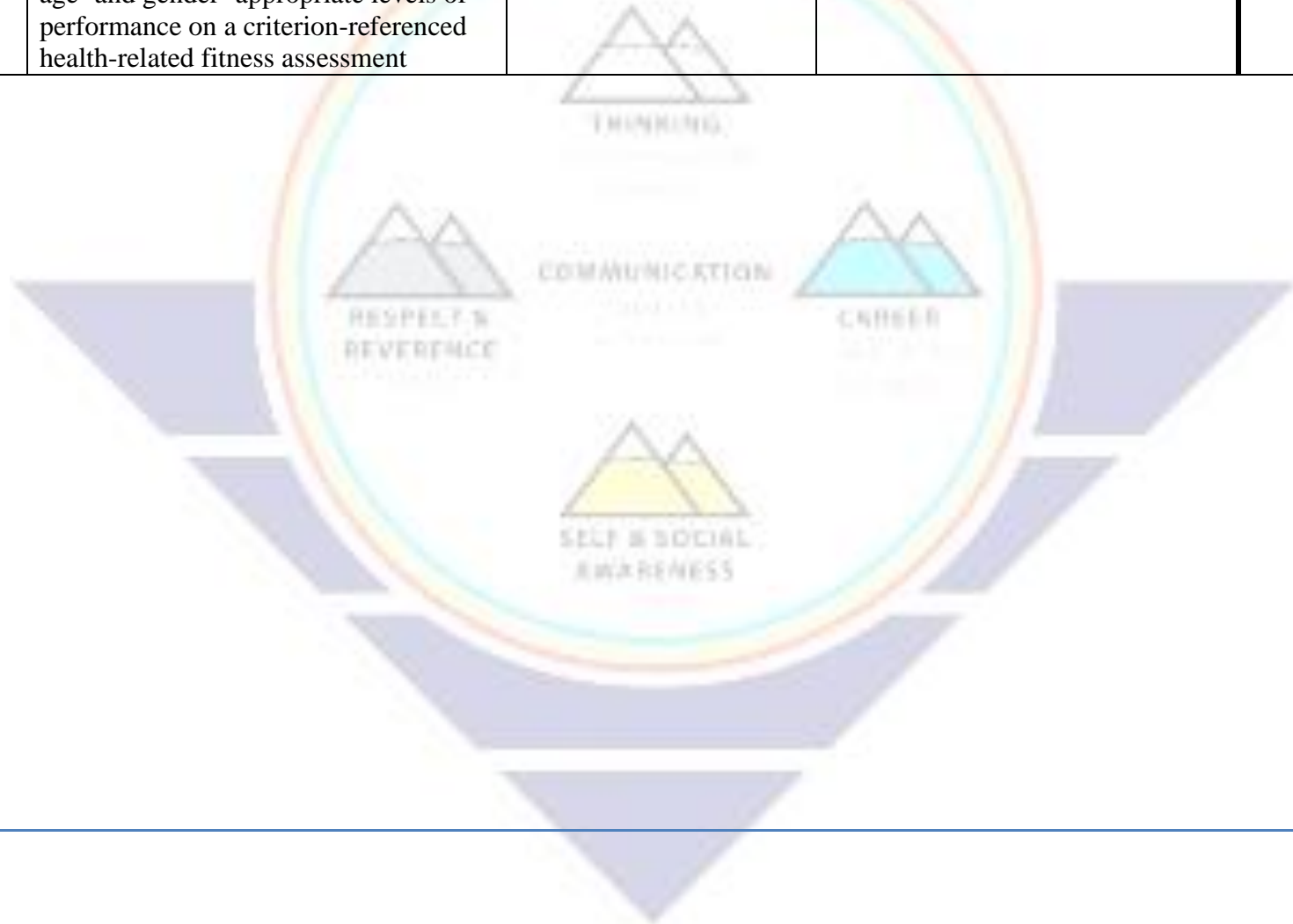
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<p>-Poster Illustrations for handball</p> <p>-Handball game Video</p>	<p>tactics as they apply to the learning and performance of physical activities.</p> <p>Concept 1: Movement Concepts</p> <p>PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results</p> <p>PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least 4 different sports or specialized physical activities</p> <p>PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance</p>	<p>-How is a point scored for team handball?</p> <p>-Did you enjoy learning and playing handball game?</p> <p>-What were some difficulties you had with the handball unit?</p>	<p>-Observe a partner and try to correct their throwing and catching skills. (evaluate skills)</p> <p>-Demonstrate offensive ready positions, defensive ready positions, and moving without the ball for handball.</p> <p>-Demonstrate skills and knowledge of the game for handball game.</p> <p>-Explain the duration of the game for the handball game.</p> <p>-Demonstrate knowledge of the court size/dimension</p>	<p>Fast break</p> <p>Substitution area</p> <p>Seven meter throw</p> <p>Throw-in</p> <p>Free Throw</p> <p>Penalties</p>
<p>Week 3</p> <p>Dynamic Physical Education Textbook</p> <p>Work Sheets</p>	<p>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Concept 1: Fundamental Movement Skills</p> <p>PO 1. Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities</p>	<p>What can you explain about the origin of the game of soccer?</p> <p>-How can playing soccer improve your health?</p> <p>-What benefits can you get out of playing soccer?</p>	<p>I will be able to:</p> <p>-Demonstrate fundamental soccer skills, such as trapping, passing, dribbling, punting, striking, defending the ball, and goal-keeping skills.</p> <p>-Critique a fellow classmate's soccer skills performance and provide feedback.</p> <p>-To create scoring opportunities against the goalie in one-on-one situations.</p>	<p>Punting</p> <p>Defending the ball</p> <p>Goal-Keeping</p> <p>Passing</p> <p>Trapping</p> <p>Striking</p>
<p>Week 4</p>	<p>Strand 1: Demonstrates competency in motor skills and movement</p>	<p>How can you create scoring opportunities for your team to</p>	<p>I will be able to:</p> <p>-Follow all soccer rules and show respect to all classmates.</p>	<p>-Team play</p> <p>-Sportsmanship</p> <p>-Tackle</p>

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Dynamic Physical Education Textbook	<p>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>successfully score a goal?</p> <p>-How can you maintain possession of a soccer ball without turning it over?</p> <p>-What are names for each soccer skill</p> <p>-What happens when a player other than the goalie touches the ball with their hand?</p> <p>-How do you feel about soccer and the fitness it provides?</p>	<p>-Demonstrate my knowledge of the game by doing well on the unit test.</p> <p>-Demonstrate skills and knowledge of the game for soccer.</p> <p>-Create scoring opportunities for my team by passing, striking and playing defense.</p> <p>-Show ball possession skills versus a defender</p> <p>-Demonstrate individual and team defense during team play</p>	<p>-Header</p> <p>-Goal Kick</p> <p>-Throw-in</p> <p>-Free Kick</p> <p>-Hand ball</p>
<p>Week 5</p> <p>-Textbook</p> <p>-Hand Outs</p> <p>-Lesson Plan</p>	<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>	<p>-What do you know about volleyball?</p> <p>-How can you serve the ball over the net?</p> <p>-Where did volleyball start its origin?</p>	<p>I will be able to:</p> <p>-Use pedometers to track the number of steps within a class period.</p> <p>-Execute at least 75 % accuracy when passing and setting volleyball.</p> <p>-Demonstrate a spike</p> <p>-Serve volleyball over the net with 75% consistency.</p> <p>-Show the three step hit sequence (pass, set, and spike)with my group during practice time.</p> <p>-Continue to participate and complete fitness activities with best effort.</p> <p>-Explain moderate and vigorous</p>	<p>-Pass</p> <p>-Set</p> <p>-Spike</p> <p>-Overhand serve</p> <p>-Carrying the ball</p> <p>-Blocking</p> <p>-Moderate physical activities</p> <p>-Vigorous physical activities</p>

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			types of physical activities that I am familiar with.	
<p>Week 6</p> <p>Textbook Wikipedia</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 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>-Why do you think it is important to be physically active as much as possible?</p> <p>-What type of scoring system does volleyball use for the middle school, high school and college levels?</p> <p>-What is carrying the ball mean?</p> <p>-How many hits to get the volleyball back to opponent's side of the court?</p> <p>-What is a side-out?</p> <p>-How high does the net have to be for middle school competition?</p>	<p>I will be able to:</p> <p>-Display proper sportsmanship at all times.</p> <p>-Follow all rules and demonstrate fairness throughout the game.</p> <p>-Demonstrate an active lifestyle through daily documentation in class and outside of class.</p> <p>-Provide proof of outside physical activity through Fitness Logs.</p> <p>-To demonstrate fundamental volleyball skills in a modified game.</p> <p>-Demonstrate blocking techniques.</p> <p>-Explain at least three rules infractions for volleyball.</p> <p>-Demonstrate my knowledge of volleyball through a written assessment.</p>	<p>-Setter</p> <p>-Set point</p> <p>-Rally scoring</p> <p>-Side-out</p> <p>-Middle Blocker</p> <p>-Net violation</p> <p>-Ace</p>
<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</p>	<p>-How can being a ready stance help you field a ground ball or fly ball?</p> <p>-When throwing, what are some important cues</p>	<p>I will be able to:</p> <p>-Continue to improve my cardiovascular endurance and muscular strength through a variety of physical activities.</p> <p>-Continue input daily physical activities in the Fitness Log</p>	<p>-Ground ball</p> <p>-Fly ball</p> <p>-Line Drive</p> <p>-Relay from the outfield</p> <p>-Team Kickball</p> <p>-All-Run Kickball</p>

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	PO 1. Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly	you got to do for an accurate throw? 	<ul style="list-style-type: none"> -Demonstrate kicking the ball with accuracy and force. -Demonstrate catching and throwing a kick ball. -Demonstrate knowledge of the game for kickball game. -Demonstrate knowledge of the game for All-Run kickball game. 	<ul style="list-style-type: none"> -Catcher -Foul ball -Strike out -Base on balls
<p>Week 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 fielding team get outs? Explain three different ways</p> <p>-How far apart are bases for Jr. High and High school softball?</p> 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Demonstrate a batting stance and hit softball with a bat. -Understand the rules of the game for softball. -Demonstrate team play in a modified softball game. -Compare and contrast the sport of softball and baseball. -Demonstrate some movement patterns that can help my throwing accuracy. -Demonstrate movement patterns to help improve my running form. 	<ul style="list-style-type: none"> -Innings -Full count -Single -Double -Triple -Home run -Errors -Foul ball -Strike out
<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</p>	<p>How well do you think you will do on your second fitness test?</p> <p>-Do you feel satisfied with your fitness test results?</p> <p>-How do feel about the sport of bowling?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> -Try and improve my 1-mile run time. -Try and improve my 1-minute push-ups and sit-up scores from the previous test. -Demonstrate bowling skills and knowledge of the game. 	<ul style="list-style-type: none"> -Fitness Test -Bowling -Spare -Strike -Turkey -Frames -Warm ups -Cool down

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	endurance, flexibility and body composition PO 2. Maintains or progresses toward age- and gender- appropriate levels of performance on a criterion-referenced health-related fitness assessment	-What is the difference between a spare, strike, and turkey? 	-Turn in a completed bowling scorecard showing understanding of the scoring system.	



Ganado Unified School District (Physical Education/6th Grade)

PACING Guide 2nd Quarter SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week 10 Dynamic Physical Education Lesson plan book	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	-How can Frisbee games provided enjoyment for kids? -What type of strategies did you use to try and outscore your opponents in Frisbee golf and Frisbee bowling? -	I will be able to: -Demonstrate correct form of throwing a Frisbee to stationary and moving targets. -Demonstrate skills and knowledge of the game for Target Frisbee -Demonstrate skills and knowledge of the game for Frisbee bowling -Demonstrate skills and knowledge of the game for Frisbee golf. -Continue to document my daily fitness activities -Continue to prepare myself for the upcoming Fitness Test	-Frisbee -Par -Eagle -Bogy -Frisbee bowling -Accuracy
Week 11 Scooters	Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Concept 3: Strategies and Tactics PO 2. Design a new game that incorporates at least two motor skills,	-When riding a scooter, what technique is best for going fast? -Why is important to follow rules and procedures for riding a scooter? -How did you design a new scooter game?	I will be able to: -Understand the safety procedures in riding a scooter. -Demonstrate skills and knowledge of the game for Scooter ball -Demonstrate skills and knowledge of the game for scooter hockey.	Scooter hockey Scooter ball Safety precautions Disability Tactics Strategies

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	rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities		<ul style="list-style-type: none"> -Design a new scooter game with my group. -Explain to the class how the new game goes, the rules, and skills you will need to play. -Continue to complete and document my physical activities 	
<p>Week 12</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>	<ul style="list-style-type: none"> -What type of swing is best for you when serving? -How are badminton skills compared to tennis skills? -What skills do you think you need to play badminton successfully? -How many points do you play to for singles match and doubles match? 	<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. -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>Week 13</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 PO 3. Correctly follow safety protocols</p>	<ul style="list-style-type: none"> -What game do you feel is better suited for you? Playing doubles or singles match? -How well do you think you improved on the 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Give examples of positive participation in class. -Follow all safety protocols for racquet play. 	<p>Safety Protocols</p> <p>Responsible behavior</p> <p>Sets</p> <p>Match point</p> <p>Singles match</p> <p>Doubles match</p>

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	<p>in physical education content areas at all times</p> <p>PO 4. Participate positively in class activities</p>	<p>three types of racquet swings from the beginning of the unit to end of the unit?</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>Week 14</p> <p>Dynamic Physical Education Curriculum 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>	<ul style="list-style-type: none"> -What kind of obstacles to do come upon when exercising for longer periods of time? What are some examples of difficult skills or situations you had to preserve through in PE class? 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Identify obstacles that I have when demonstrating gym hockey skills. -Demonstrate gym hockey stick handling skills. -Follow all safety protocols for gym hockey. -Demonstrate dribbling the puck, passing, and trapping. -Demonstrate slap shots and wrist shots into the net. -Demonstrate goal-keeping skills against live shots. -Demonstrate gym hockey skills with a partner and in small group play. 	<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>

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<p>Week 15</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>-What are some dangerous outcomes that can happen if players do not follow rules for Gym Hockey? -What offensive strategies can you utilize to help your team score a goal? -How can you help your goalie prevent goals to other teams?</p>	<p>I will be able to: -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. -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 most Gym Hockey skill positions on the floor.</p>	<p>-Power play -Hockey forward position -Hockey center position -Hockey Defensemen position -Hockey Goalie position -Off-sides penalty -Tripping penalty</p>
<p>Week 16</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.</p>	<p>-How can you improve your shooting percentages? -What are some reasons why you enjoy physical activities such as playing basketball? -Do you and your family value physical fitness? Please explain -What areas of the court do you feel the most comfortable shooting a basketball from?</p>	<p>I will be able to: -Demonstrate fundamental dribbling skills with my right and left hand. -Demonstrate a right and left hand layup. -Utilize correct form when shooting the basketball -Demonstrate box out techniques when rebound the basketball. -Demonstrate fundamental basketball passes to stationary and moving targets.</p>	<p>-Basketball -Double dribble -Traveling violation -Rebounding -Offensive and Defensive Rebound -Assist -Chest pass -Bounce pass -Overhead pass</p>

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	PO 2. Dribble and pass to a moving target or partner (hands and feet) PO 3. Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms			
Week 17 Teaching Basketball to Secondary school children book	<p>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Concept 1: Values Physical Activity 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 Concept 3: Complex or Specialized Movement Skills cont.</p> PO 4. Effectively maintain possession of a ball during a modified invasion game PO 5. Effectively uses ball placement to create scoring opportunities during a modified net/court game PO 6. Adequately employs off-the-ball movement during modified game play	<ul style="list-style-type: none"> -How do you feel before and after you engage in physical activities during PE class and outside of PE class? -How can playing sports like basketball benefit you personally and socially? -What are some great fitness benefits from playing basketball? 	<p>I will be able to:</p> <ul style="list-style-type: none"> -Work towards a common goal with my group when playing a basketball game. -Demonstrate on ball and off the defense -Practice and show give and go strategies -Identify all the basketball court lines and dimensions -Participate with my team and utilize offensive and defensive strategies -Demonstrate basketball skills and knowledge of the game when playing a 4 quarters like game -Show my knowledge of basketball by doing well on the unit test 	<ul style="list-style-type: none"> -Backcourt violation -Three seconds violation -Top of the key -Elbow area -3 point line -The paint -Mid court line -Overtime -Personal foul -Technical foul

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<p>Week 18</p> <p>Dynamic Physical Education Text 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 3. Demonstrates interest/willingness to learn more about or try new activities or challenges</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>-What other types of fitness or sport interest do you feel we can do in PE classes?</p> <p>-What are some challenges you face that prevents you from doing physical activity?</p> <p>-Which jump roping skill did you find most challenging? Explain why?</p> <p>-What ways can you suggest to improve the circuit-training workout?</p>	<p>-I will be able to:</p> <p>-Demonstrate interest and willingness to learn by participating in circuit station workouts.</p> <p>-Learn and utilize jumping roping techniques to increase fitness levels.</p> <p>-Demonstrate medicine ball techniques to help improve muscular development and fitness levels.</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>Circuit training</p> <p>-Medicine ball training</p> <p>-Muscular development</p> <p>-Cardio endurance</p> <p>-Power Lunges</p> <p>-Walk it out push ups</p> <p>-Intensity</p>