

Ganado Unified School District Physical Education 6th/7th Grade

PACING Guide - 1st & 2nd Semester 1st Quarter and 3rd Quarter 2021/2022

| Timeline & Resources | AZ College and Career Readiness Standard. Physical Education Standards | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| Week 1 Dynamic Physical Education Text Book and Curriculum | S3.M3 S1.M5 S1.M19 S2.M6 S2.M7 S2.M8 S2.M9 | -What is the difference between a run block and a pass block? Which do you prefer doing? -Why is football such a popular sport in the United States of America? -Why do you think most football teams only play one game per week? | -PE Pre-test -Beginning Football Unit Students will be able to: - Demonstrate football ready stance positions. (2pt stance, 3pt stance, WR stance, DB stance, LB stance) -Throw a spiral pass, -Catch a football with proper hand placement, -Self assess fundamental football skills: Throwing a pass, receiving a handoff, executing a ball snap, run and pass blocking, ball carrying, and punting the football. | -Spiral pass -Receiving -Handoff -Ball Snap -Run Block -Pass Block -Punting -3-point stance -2-point stance -4-point stance |
| | | -How can practice improve performance? -What is the FITT Principle? -Why do you think a good warm up and cool down are important to well performance? | Students will be able to: -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. | -Cardiovascular Endurance -Muscular Strength -Performance -Goal-Setting -Long-term goal -Short-term goal |

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| | | | -Learn and follow basic management activities necessary for participation in Physical Education classes. | |
| <p>Week 2</p> <p>-Textbook -Worksheets -Poster Illustrations</p> | <p>S2.M1 S2.M2 S2.M3 S2.M4</p> | <p>- Explain the kicking game part of football? Kickoffs, punting, field goal. And extra point field goal.</p> <p>-How can participating in football benefit muscular strength?</p> <p>-What do you think are some key skills to have in order to succeed in playing football?</p> | <p>Students will be able to:</p> <p>-Write a paragraph summarizing a football position played on the field and their roles, responsibilities. Also, why you chose that particular position.</p> <p>-Explain how the downs and distances work, scoring, and rules of the game.</p> <p>-Observe a peer and provide feedback for a football related skill they are doing.</p> <p>-Continue to practice all the football ready and position stances when participating in the game.</p> <p>-Participate in a variety of fitness activities designed to enhance fitness levels.</p> <p>-Maintain or progress towards goals that I set for myself after I completed my Fitness Assessment Activities.</p> | <p>1st down 2nd down 3rd down 4th down</p> <p>-Holding penalty -Offside penalty -False start penalty -Delay of game penalty -Pass Interference penalty -Defensive holding penalty -Unsportsmanlike penalty -Overtime</p> |
| <p>Week 3</p> <p>Dynamic Physical Education Textbook</p> | <p>S1.M1 S1.M2 S1.M3 S2.M11</p> | <p>-What can you explain about the origin of the game for soccer?</p> <p>-How can playing soccer improve your health?</p> <p>-Who do you think will win the upcoming 2014 World Cup?</p> | <p>Beginning Soccer Unit</p> <p>Students 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>Passing Trapping Striking Punting Defending the ball Goal-Keeping</p> |

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| <p>Week 4</p> <p>Dynamic Physical Education Textbook</p> | <p>S1.M6 S1.M.11 S1.M.24 S2.M.12 S2.M.13</p> | <p>-How can you create scoring opportunities for your team to successfully score a goal? -How can you maintain possession of a soccer ball without turning it over? -Why is a corner kick so dangerous for the offensive team?</p> | <p>-Critique a fellow classmate's soccer skills performance and provide feedback. To create scoring opportunities against the goalie in one-on-one</p> <p>Students will be able to: -Follow all soccer rules and show respect to all classmates. -Demonstrate my knowledge of soccer through a written unit test -Demonstrate skills and knowledge of the game for soccer. -Create scoring opportunities for my team by passing, striking and playing defense. -Show ball possession skills versus a defender -Demonstrate individual and team defense during team play</p> | <p>-Team play -Sportsmanship -Tackle -Header -Goalie Save -Goal Kick -Throw-in -Free Kick -Hand ball</p> |
| <p>Week 5</p> <p>-Textbook -Hand Outs -Lesson Plan</p> | <p>S1.M12 S1.M13 S1.M19</p> | <p>-How can playing volleyball on a consistent basis benefit your leg muscles? -Why is it so important to execute a good serve? -What types of moderate and vigorous physical activities do you think can improve jumping ability?</p> | <p>Students will be able to: -Use pedometers to track the number of steps within a class period. -Execute at least 75 % accuracy when passing and setting volleyball. -Demonstrate a spike -Serve volleyball over the net with 75% consistency. -Show the tree step hit sequence (pass, set, and spike)with my group during practice time. -Continue to participate and</p> | <p>-Overhand serve -Carrying the ball -Blocking -Ten foot line -Kill -Dig -Assist -Moderate -Vigorous</p> |

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| | | | complete fitness activities with best effort. -Explain moderate and vigorous types of physical activities that I am familiar with. | |
| Week 6 Textbook Wikipedia | S1.M12 S1.M13 S1.M19 | -How can working together with your team benefit your team's defensive effort? -Why do you think it is important to be physically active as much as possible? -What type of scoring system does volleyball use for high school and college levels? | Students will be able to: -To demonstrate fundamental volleyball skills in a modified game. -Understand the rules of the game for volleyball during modified 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. -Provide proof of outside physical activity through Fitness Logs. | -Team play -Set point -Rally scoring -Side-out -Outside hitter Setter -Middle Blocker -Net violation -Ace |
| Week 7 Dynamic Physical Education Curriculum Textbook | S3.M1 S3.M2 S3.M6 | 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? What part of your body do you need to work together when it comes to hitting the softball (batting)? | Students will be able to: -Demonstrate proper glove placement to catch a softball. -Display proper form of throwing. -Demonstrate a good batting stance and hit the softball with some force. -Field ground balls and fly balls. -Demonstrate outfield throws to the infield (cut offs). -Continue to improve my cardiovascular endurance and muscular strength through a | -Ground ball -Fly ball -Line Drive -Relay from the outfield -Softball -Catcher -Batting stance -Strike out -Base on balls |

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| | | | variety of physical activities. -Continue input daily physical activities in the Fitness Log | |
| <p>Week 8</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Posters showing softball/baseball skills</p> | <p>S3.M7 S3.M8 S3.M11</p> | <p>-How can your team execute double play? Please explain at least two different way</p> <p>-How far apart are bases for Jr. High and High school softball?</p> <p>How can using Rhythmic movement help with your lateral movement?</p> | <p>Students will be able to:</p> <p>-Understand the rules of the game for softball.</p> <p>-Demonstrate team play in a modified softball game.</p> <p>-Compare and contrast the sport of softball and baseball.</p> <p>-Explain at least three 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 from base to base.</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>Week 9</p> <p>Dynamic Physical Education Curriculum Textbook Fitness Log</p> | <p>S3.M15 S3.M16 S3.M17 S3.M18</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 you feel about a class trip to a real bowling place to practice?</p> <p>-Which step approach do you feel most comfortable with?</p> | <p>Students will be able to:</p> <p>-Try and improve my 1-mile run time.</p> <p>-Try and improve my 1-minute push-ups and sit-up scores from the previous test.</p> <p>-Demonstrate bowling skills and knowledge of the game.</p> <p>-Turn in a completed bowling scorecard showing understanding of the scoring system.</p> | <p>-Fitness Test</p> <p>-Bowling</p> <p>-Spare</p> <p>-Strike</p> <p>-Turkey</p> <p>-Frames</p> <p>-Health Related fitness</p> |

Ganado Unified School District




(Physical Education 6/7th Grade) **PACING Guide**

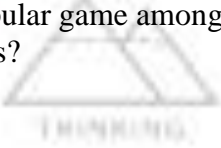
2nd Quarter and 4th Quarter 2021/2022

| Timeline & Resources | AZ College and Career Readiness Standard. Physical Education Standards | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| Week 10 Dynamic Physical Education Curriculum Textbook | S1.M14 S1.M15 S1.M16 | -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? | Students will be able to: -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. | Stick handling Trapping the puck Dribbling the puck Wrist shot Slap shot Goal-keeping Perseverance |
| Week 11 Dynamic Physical Education | S1.M16 S1.M17 | -What are some dangerous outcomes that can happen if players do not follow rules for Gym Hockey? | Students will be able to: -Work together with my team to show offensive and defensive strategies during a game. | -Power play -Hockey forward position -Hockey center position |

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| Curriculum Textbook | | <ul style="list-style-type: none"> -What offensive strategies can you utilize to help your team score a goal? -How can you help your goalie prevent goals to other teams? | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Hockey Defensemen position -Hockey Goalie position -Off-sides penalty -Tripping penalty |
| <p>Week 12</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Video showing badminton singles and doubles matches</p> | <p>S3.M9 S3.M10 S3.M12</p> | <ul style="list-style-type: none"> -Why do you think the sport of badminton is not very popular as compared to basketball or football? -How are badminton skills compared to tennis skills? What skills do you think you need to play badminton successfully? | <p>Students 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 | <ul style="list-style-type: none"> Badminton Birdie/Shuttlecock Forehand clear shot Backhand clear shot Overhead clear shot |
| <p>Week 13</p> <p>Textbook</p> | <p>S3.M13 S3.M14</p> | <ul style="list-style-type: none"> -What game do you feel is better suited for you? Playing doubles or singles match? | <p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate knowledge of the game for singles and doubles badminton | <ul style="list-style-type: none"> Safety Protocols Responsible behavior Sets Match point Singles match |

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| Teaching Badminton Book | |  | <ul style="list-style-type: none"> -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. | Doubles match |
| <p>Week 14</p> <p>Dynamic Physical Education Curriculum Textbook</p> <p>Basketball Videos showing advanced dribbling moves</p> | <p>S4.M3 S4.M4 S4.M5 S4.M6</p>  | <ul style="list-style-type: none"> -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>Students will be able to:</p> <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Basketball -Double dribble -Traveling violation -Rebounding -Offensive and Defensive Rebound -Assist -Chest pass -Bounce pass -Overhead pass |
| <p>Week 15 & Week 16</p> <p>Teaching Basketball to Secondary school children book</p> | <p>S4.M3 S4.M4 S5.M1 S5.M2</p> | <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? | <p>Students 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 | <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 |

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| | | <p>-What are some great fitness benefits from playing basketball?</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>-Show my knowledge of basketball by doing well on the unit test</p> | <p>-Personal foul</p> <p>-Technical foul</p> |
| <p>Week 17</p> <p>Dynamic Physical Education Lesson plan book</p> | <p>S3.M15 S3.M16 S3.M17 S3.M18 S4.M7 S5.M3</p>  | <p>-How can Frisbee games provide enjoyment for kids?</p> <p>-What type of strategies did you use to try and outscore your opponents in Frisbee golf and Frisbee bowling?</p> <p>-</p>  | <p>-PE Post-test</p> <p>I will be able to:</p> <p>Demonstrate correct form of throwing a Frisbee to stationary and moving targets.</p> <p>-Demonstrate skills and knowledge of the game for Target Frisbee</p> <p>-Demonstrate skills and knowledge of the game for Frisbee bowling</p> <p>-Demonstrate skills and knowledge of the game for Frisbee golf.</p> <p>-Continue to document my daily fitness activities</p> <p>-Continue to prepare myself for the upcoming Fitness Test</p> | <p>-Frisbee</p> <p>-Par</p> <p>-Eagle</p> <p>-Bogy</p> <p>-Frisbee bowling</p> <p>-Accuracy</p> |
| <p>Week 18</p> <p>Fitness Log Book</p> | <p>S4.M1 S4.M2 S5.M4 S5.M5 S5.M6</p> | <p>-Now that PE class is ending, what ways do you plan on keeping an active lifestyle?</p> | <p>I will be able to:</p> <p>-Analyze all three of my 1-mile run times and come up with a conclusion of how well I performed.</p> | <p>Team dodge ball</p> <p>Team medic dodge ball</p> <p>Analyzing</p> <p>Conclusion</p> <p>Stress</p> |

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| <p>Dynamic Physical Education Text Book</p> | | <p>-Explain at least two stress-relieving activities that work for you.</p> <p>-Why do you think dodge ball is such a popular game among kids?</p>  | <p>-Conclude if I accomplished the fitness goal I set for myself at beginning of the semester.</p> <p>-Demonstrate throwing skills in order play team dodge ball.</p> <p>-Demonstrate skills and knowledge to play Team elimination dodge ball game and Team medic dodge ball game.</p> | <p>Accomplishment</p> |
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Last Week of the Semester 1 and Semester 2 will focus on submitting grades and completing class inventory.

