

Ganado Unified School District #20

PACING Guide SY 2021/2022

First Quarter				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Students can identify what constitutes an unhealthy level of fitness and a healthy level of physical fitness.</p> <p>Students can develop a plan of action to improve or maintain a health enhancing level of physical fitness</p> <p>Students will build muscle</p> <p>Students will understand their current health</p>	<p>S3C1PO1. Engage in instructionally appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes</p> <p>S3C1PO2. Engage in a balance of health -and skill -related activities during structured physical education classes</p> <p>S2C2PO1. Participate regularly in physical activity that develops a healthy lifestyle.</p> <p>S5C1PO4. Reports the results of practice and participation honestly</p> <p>S5C1PO5. Works independently while exploring movement tasks</p> <p>S5C1PO6. Uses practice time wisely and appropriately</p> <p>S5CPO1. Act in a safe manner during physical activity</p>	<p>DOK 2: Summarize a balance of health and skill related activity in SPARKS.</p> <p>DOK 4: What would happen if we are all engage in an activity?</p> <p>DOK 4: What Information can you gather to support you participated a healthy lifestyle at home?</p> <p>DOK 3: Explain variety of</p>	<p>90% of the students will participate in structured physical activity.</p> <p>Students will discuss a balance health and skills related activity in SPARKS</p> <p>Students will work within diverse group without interfering with others.</p> <p>Students will show compassion for others by helping them and taking turns willing.</p> <p>Students can develop a healthy lifestyle a home and school</p> <p>Students can follow direction and demonstrate safety protocols during physical activity</p>	<p>Participate</p> <p>Participation</p> <p>Activity</p> <p>Engage</p> <p>Balance</p> <p>Health</p> <p>Diverse Group</p> <p>Interfering</p> <p>Difference</p> <p>Classmate</p> <p>Refrain</p> <p>Encourage</p> <p>Put-Down</p> <p>Direction</p> <p>Demonstrates</p> <p>Safety</p> <p>Protocols</p> <p>Results</p> <p>Independently</p> <p>Honestly</p> <p>Movement</p> <p>Exploring</p> <p>Practice</p> <p>Time</p> <p>Manner</p> <p>Rule</p>

<p>compared to their ideal health</p>	<p>S5C1PO2. Follows safety protocols during physical activity</p> <p>S5C1PO3. Remains on task while working independently</p> <p>S5C1PO4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>S5C1PO5. Assess and take responsibility for his or her own behavior</p> <p>S5CPO1. Act in a safe manner during physical activity</p> <p>S5C1PO2. Follows safety protocols during physical activity</p> <p>S5C1PO3. Remains on task while working independently</p> <p>S5C1PO4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>S5C1PO5. Assess and take responsibility for his or her own behavior</p> <p>S5C2PO 1. Work cooperatively with a partner, small group, or class</p>	<p>physical activities you do home</p> <p>DOK 3: Can you elaborate on the reason why we follow direction?</p> <p>DOK 3: What are some of the ways you can demonstrate following directions?</p> <p>DOK 4: Explain the Importance to work independently by exploring various movement tasks</p> <p>DOK 3: Can you elaborate on the reason why we follow direction?</p> <p>DOK 3: What are some of the ways you can demonstrate following directions?</p>	<p>Students I can be able to work independently while exploring movement task.</p> <p>Students can follow direction and demonstrate safety protocols during physical activity</p> <p>KFO'S: I can be able to work independently while exploring movement task.</p> <p>Students can work in a diverse group setting without interfering with others.</p> <p>Students can show compassion for others by helping them and taking turns willing.</p> <p>Students will demonstrate respect and caring for peers through verbal and non-verbal encouragements.</p> <p>Students can use positive comments to encourage other and refrain from put-downs.</p>	<p>Diverse Group</p> <p>Interfering</p> <p>Difference</p> <p>Classmate</p> <p>Refrain</p> <p>Encourage</p> <p>Put-Down</p> <p>Dribble</p> <p>Maze</p> <p>Cones</p> <p>Obstacles</p> <p>Trap</p> <p>Tunnel</p>
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	<p>S5C2PO2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance</p> <p>S5C2PO3. Resolve conflicts in a socially acceptable manner</p> <p>S5C2PO4. Participate in establishing rules and procedures that are safe and effective for specific activities</p> <p>S5C2PO5. Encourage others and refrain from put-</p>	<p>DOK 4: Explain the Importance to work independently by exploring various movement tasks</p> <p>DOK 4: What can you observe by working in a diverse group?</p> <p>DOK 3: How did you know you showed compassion for others?</p> <p>DOK1: Did you resolve conflicts with your peers during class activity</p> <p>DOK 3: Design a poster of ways to resolving conflicts with your peers.</p>		
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		DOK 4: Elaborate Reasons we refrain From put-down statements to others		
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Second Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
SPARK: Pages 1-36 Kicking and Trapping	S1C1PO 1. Demonstrate locomotors movements within game and modified sport activities	DOK 3: Describe the relationship between Locomotors or skill in Variety sport activities?	Student can demonstrate locomotors skill within games or modified sport activities	Identifies Body Parts Identifies
Pages 1-36 Kicking and Trapping	S1C1PO2. Demonstrate non-locomotors movements within game and modified sport activities	DOK 3: What conclusion did you draw out from your loco motor skill test?	Student can demonstrate locomotors skill within games or modified sport activities	Identifies Body Parts
SPARK Games Pages 7 Squirrels in the Tree	S2C1PO1. Describe similarities and differences of a few fundamental skills	DOK 3: Describe the relationship between Locomotors or skill in Variety sport activities?	Student can identify the correct body planes and various body parts	Sun Safe Movement Pathways Planes
SPARK Games Page 9 Stuck in the MuD	S2C1PO2. Describe correct form when performing physical fitness activity	DOK 3: What conclusion did you draw out from your loco motor skill test?	Student can practice sun safety	Fleeing Shape Balance
SPARK: Dance Page 1 Bunny Hop	S2C2PO10. Identify a stress relieving physical activity that is personally effective	DOK1: Show and name various body parts and planes.	Student can distinguish my body awareness movements while beware of my spatial awareness.	Movement Speed Chasing Avoid Game

Page 3 The Mexican Hat Dance
Page 5 Hokey Pokey

2nd QTR.
SPARK Games
Page 9 Stuck in the Mud
Page 11 Catch and Chase

S2C2PO11. Analyze sun safe practice

S1C1PO3. Apply concepts of spatial awareness in physical activities

S1C1PO5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation

S1C1PO6. Perform a variety of manipulative skills at an age appropriate level

DOK 1: List various body part and their functions.

DOK2: Distinguish similarities and difference of a few fundamental skills.

DOK 2: Show the correct form of performing PF activities

DOK 2: What are some of the cause/effect of the sun?

DOK 1: List the concept of what spatial awareness means.

DOK 2: How to balance on one foot.

DOK 3: Show me your body weight transfer to the other leg

DOK 1: What is chasing, fleeing and evading?

Student can flee in one pathway at a certain speed

Student can chase, fleeing and evading my peers in a game situations.

Situation
Fleeing
Evading

Third Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
SPARK: Volleyball Unit Lesson Pages 1-32	S1C1PO4. Balance and transfer of weight on a variety of objectives	DOK2: What are the steps needed to balance and transfer weight on a variety of objects?	Students will be able to demonstrate balance and transfer weight on a variety of object	Skills Balance Transfer Movement
SPARK Dance Page 7 The Conga Page 9 Seven Jumps	S1C2PO1. Perform a sequence of movement skills to a rhythm	DOK 3: How is the sound of the music is related to	Students will perform a sequence of movement to a rhythm	Rhythm Sequence Dribbles Stationary
Page 11 Muffin Man Page 13 The Shoe Maker	S1C3PO1. Dribble and pass a variety of objects around stationary objects	beats of the rhythm sticks?	Students I will dribble and pass a variety of objects to stationary objects.	Pass Target Partner Hands
Aerobic Dance pages 1-5	S1C3PO2. Dribble and pass to a moving target or partner (hands and feet)	DOK 2: How would you adapt ribbons to create different of body movements?	Students will dribble and pass a ball to a moving target or partner.	Feet Vigorous Minutes Daily
SPARK: Soccer pages 1-11 SPARK: pages 1-7 SPARK: Basketball 1-15	S1C3PO3. Apply offensive and defensive strategies in game situations	DOK 2: How do you pass to stationary object?	Student can play offensive and defensive strategies in game situations.	Days Health-related Fitness Warm-up Enjoyable
SPARK: Volleyball page 1-13	S1C3PO4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that students.	DOK 1: Tell me how do you dribble around the cones?	Student can play small-sided games with my peers	Verbal Non-Verbal Expression Participation
SPARK: Softball pages 1—8	S6C1PO1. Identify at least one enjoyable activity in which he/she regularly participates	DOK 2: What do you Notice about passing to a moving target?	Student can document at least 60 minutes of physical activity daily.	Vigorous Minutes Daily Days
SPARK Recess Activity		DOK 2: How would you estimate how far to throw the ball to a		Health-related Fitness

<p>Page 1 Corn Toss Page 3 Monkey in the Middle Page 5 Spud</p>	<p>S6C1PO2. Identify positive feelings associated with participation in physical activities</p>	<p>moving a target DOK 3: Justify at least 60</p>	<p>Student can participate in a variety of moderate games activity.</p>	<p>Warm-up</p>
<p>Page 7 Hopscotch Page 9 2-Squares</p>	<p>S6C1PO3: Actively participate in group physical activities</p>	<p>minutes of active lifestyle through documentation of</p>	<p>Students can play small-sided games with my peers</p>	
	<p>S6C1PO4. Select and practice a skill on which development is needed</p>	<p>daily activity. DOK 3: Compile a list of physical activity outside SPARK class.</p>	<p>Students can explain my favorite physical activity to my peers.</p>	
	<p>S6C1PO5. Participates in a broadened and challenging array of physical activities education classes</p>	<p>DOK 1: Can you identify several physical activities you enjoy?</p>	<p>Students can identify at least one enjoyable activity I participate regularly</p>	
	<p>S3C2PO3. Accumulate at least 60 minutes of physical activity daily, or on most days</p>	<p>DOK 4: Write a research paper on your favorite physical activity</p>	<p>Student can demonstrate physical activities by broadened and challenge myself</p>	
	<p>S3C2PO2. Participate in a variety of moderate to vigorous games, activities, or dance sequences</p>	<p>DOK 4: What information can you gather to support your feelings with a physical activity</p>	<p>Students will document at least 60 minutes of physical activity daily.</p>	
	<p>S3C2PO3. Accumulate 60 minutes per day of moderate activity on all or most days of the week</p>	<p>DOK 4: What information can you gather to support your feelings with a physical activity</p>	<p>Students will participate in a variety of moderate games activity</p>	
	<p>S3C2PO4. Demonstrate an active lifestyle through documentation of daily activities</p>	<p>DOK 3: Justify at least 60 minutes of active lifestyle through documentation of</p>		

daily activity.

Fourth Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>SPARK: Flying Disc Unit Lessons Pages 5-34</p> <p>SPARK Page 11 Catch and Chase Page 13 Sugar and Fat Tag Page 15 Houdini Hoops Page 16 Catch a Tail Page 19 Frog Crossing</p> <p>SPARK: Jump Page 1 Jumping and Landing Patterns Page 5 Jump for Distance</p> <p>Page 11 Jumping Rhythmically Page 13 Long Rope Turning in Paris</p> <p>SPARK: Strength and Conditioning Exercises pages 1-4</p> <p>SPARK: Jump Rope pages 1-10</p>	<p>S2C2PO1. List physiological indicators of exercise</p> <p>S2C2PO 2. Identify and explain the importance of the following: warm -up, cool-down, FITT principle</p> <p>S2C2PO 3. Identify examples of moderate and vigorous physical activity</p> <p>S2C2PO4. List and define the components of health-related physical</p> <p>S2C2PO1. List physiological indicators of exercise</p> <p>S2C2PO 2. Identify and explain the importance of the following: warm -up, cool-down, FITT principle</p> <p>S2C2PO 3. Identify examples of moderate and vigorous physical activity</p> <p>S2C2PO4. List and define the components of health-related physical</p> <p>S2C3PO1. Explain a strategy for a game play</p>	<p>DOK 1: List a variety of exercise for each health related fitness</p>	<p>Students will list and define the components of health-related fitness.</p> <p>Student will demonstrate exercises that I can improve in each component of health-related fitness.</p> <p>Students will identify the effect that physical activity has on the body.</p> <p>Students will identify sun safe practices with my peers</p> <p>Students will explain a strategy for a game play.</p> <p>Students will identify a tactic that improves game performance</p>	<p>fitness Body Effects Improve Physiological Indicators FITT principle Warm-up Cool-down Sun Safe Balance Food Muscle Strategy Tactic Game Muscular Strength Body weight Increase Breathing</p> <p>Modified Fitness Component</p>

<p>SPARK: Personal Best Day pages 1-6</p> <p>SPARK: Gymnastics pages 1-16</p> <p>SPARK: Obstacle Course pages 1-3</p>	<p>S2C3PO2. Identify a tactic that improves game performance</p> <p>S2C3PO3. Apply a tactics that improves game performance</p> <p>S4C1PO1. Perform a nationally recognized, Criterion-referenced, health - related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition</p> <p>S4C1PO2. Evaluate personal fitness and practice goal setting with the aid of the teacher</p> <p>S4C1PO 3. Participate in a variety of fitness activities designed to enhance personal fitness</p>		<p>Students will demonstrate adequate muscular strength to be able to bear body weight.</p> <p>Students can participate in a variety of games and activities that increase breathing and heart rate</p> <p>Students will demonstrate a variety of exercise for each health related component</p> <p>Students will identify warm-up and cool-down activities in relation to physical activities.</p> <p>Students will recognize the relationship between physical activity and the activity pyramid.</p>	
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