

PHYSICAL EDUCATION PACING GUIDELINES

GRADE LEVEL: K

Assessments: Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures	Sept.- 1 Day	N/A		
Pre-Tests	Sept. 2 Days	N/A		
Unit 1: Fundamental Movement	8 Weeks	2.5.2. A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2. A.4. Correct movement errors in response to feedback. 2.5.2. B.3. Determine how attitude impacts physical performance. 2.5.2. C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 2.6.2. A.1. Explain the role of regular physical activity in relation to personal health. 2.6.2. A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activity that promotes fitness.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an Understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Unit 2: Low Organized Games& Activities	8 Weeks	<p>2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.2. B.3. Determine how attitude impacts physical performance.</p> <p>2.5.2. C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2. A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate</p> <p>2.2.2. D.1. Determine the benefits for oneself and others of participating in a class or school service activity.</p>	9.1	8.1 & 8.2
Unit 3: Rhythmic Activities & Dance	8 Weeks	<p>2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	9.1	8.1 & 8.2
Unit 4: Ball Handling	8 Weeks	<p>2.5.2. A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p>	9.1	8.1 & 8.2
Unit: 5 Individual and Dual Activities	8 Weeks	<p>2.5.2. A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p>	9.1	8.1 & 8.2

PHYSICAL EDUCATION PACING GUIDELINES

GRADE LEVEL: 1-2

Assessments can be found in the Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Fundamental Movement	8 Weeks	2.6.2. A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2. A.4. Correct movement errors in response to feedback. 2.5.2. B.3. Determine how attitude impacts physical performance. 2.5.2. C.1 Explain what it means to demonstrate good sportsmanship. 2.5.2. C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Unit 2: Low Organized Games & Activities	8 Weeks	<p>2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.2. B.3. Determine how attitude impacts physical performance.</p> <p>2.5.2. C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2. A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>	9.1	8.1 & 8.2
Unit 3: Rhythmic Activities & Dance.	4 Weeks	<p>2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	9.1	8.1 & 8.2
Unit 4: Gymnastics & Developmental Activities	4 Weeks	<p>2.5.2. A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.2. C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2. A.1. Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2. A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>	9.1	8.1 & 8.2

Unit 5: Ball Handling	8 Weeks	<p>2.5.2. A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p>	9.1	8.1 & 8.2
Unit 6: Individual & Dual Activities		<p>2.5.2. A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p>	9.1	8.1 & 8.2

PHYSICAL EDUCATION PACING GUIDELINES

GRADE LEVEL: 3-5

Assessments can be found in Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Physical Fitness/Track & Field		2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance. 2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. 2.6.4. A.3 Develop a health-related fitness goal and track progress using health/fitness indicators. 2.6.4. A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Unit 2: Team Sports	4 Weeks	<p>2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	9.1	8.1 & 8.2
Unit 3: Gymnastics & Developmental Activities		<p>2.5.4. A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4. A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4. A.4. Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4. C.2. Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4. A.1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4. A.2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p>	9.1	8.1 & 8.2
Unit 4: Team Sports	4 Weeks	<p>2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	9.1	8.1 & 8.2

Unit 5: Aerobics (Rhythmic Dance)	4 Weeks	<p>2.5.4. A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4. A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4. A.3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>	9.1	8.1 & 8.2
Unit 6: Team Sports	4 Weeks	<p>2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	9.1	8.1 & 8.2
Unit 7: Low Organized Games & Activities	8 Weeks	<p>2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p>	9.1	8.1 & 8.2

Unit 8: Team Sports	4 Weeks	<p>2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.2. A.4. Correct movement errors in response to feedback.</p> <p>2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	9.1	8.1 & 8.2
Unit 9: Physical Fitness/Track & Field	4 Weeks	<p>2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4. A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4. A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	9.1	8.1 & 8.2

PHYSICAL EDUCATION PACING GUIDELINES

GRADE LEVEL: 6-8

Assessments can be found in the Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Strategy	On-going	2.5.6. B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6. B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Unit 2: Movement and Skills Concepts	On-Going	<p>2.5.6.A.1 Explain and perform <u>movement skills</u> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6. A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>2.5.6. A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p>	9.1	8.1 & 8.2
Unit 3: Sportsmanship, Rules & Safety	On-Going	<p>2.5.6. C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.5.6. C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	9.1	8.1 & 8.2
Unit 4: Fitness and Activity	On-Going	<p>2.6.6. A.1 Analyze the social and emotional, and health benefits of selected physical experiences.</p> <p>2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6. A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6. A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6. A.6 Explain and apply the training principles of frequency, intensity, time, and type (<u>FITT</u>) to improve personal fitness.</p> <p>2.6.6. A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	9.1	8.1 & 8.2

PHYSICAL EDUCATION PACING GUIDELINES

GRADE LEVEL: 9-12

Assessments can be found in the Teacher Made Assessments, and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				

<p>Unit 1: Flag Football/Fitness</p>	<p>10 Days</p>	<p>A. Movement Skills and Concepts</p> <p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6. A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and Fitness dance).</p> <p>2.5.6. A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8. A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8. A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8. A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>B. Strategy</p> <p>2.5.6. B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6. B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>2.5.8. B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8. B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.6. B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>C. Sportsmanship, Rules, and Safety</p> <p>2.5.6. C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.5.6. C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	<p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p>
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continued		<p>2.5.8. C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8. C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.5.8. C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>A. Fitness and Physical Activity</p> <p>2.6.6. A.1 Analyze the social and emotional, and health benefits of selected physical experiences.</p> <p>2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6. A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6. A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6. A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6. A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p> <p>2.6.8. A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8. A.2 Use health data to develop and implement a personal fitness plan evaluate its effectiveness.</p>		
continued		<p>2.6.8. A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8. A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8. A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>		

Unit 2: Weight Training/Fitness	10 Days	<p>*Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 3: Soccer/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 4: Basketball/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 5: Floor Hockey/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2

Unit 6: Volleyball/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 7: Weight Training/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 8: Racket Sports/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2
Unit 9: Softball/Fitness	10 Days	<p>Refer to Standards above.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	9.1	8.1 & 8.2

	4 Weeks	<p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>B. Nutrition</p> <p>2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12. B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.12. C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>2.1.12. C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.12. C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>2.1.12. C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p>	9.1	8.1 & 8.2
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