





Pacing <i>Year, Month or Week (length of time)</i>	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark Include Code (ie: N.ME.04.05), Description/Objective	Unit(s) or Topic(s) <i>Running Unit Fitness Unit Eclipse ball Volleyball Jump rope Making healthy food choices</i>	Student Skills <b>Students will perform a wider variety of stretching and strengthening exercises Students will be able to run 20 minutes without stopping (mid October) Students will be able to demonstrate a number of skills and explain their benefits</b>	Vocabulary <b>Words To Know Content &amp; Academic</b> <i>Not limited to list <u>but</u> shows relationship to content/topic</i>			
<b>October</b>	<p><b>S-3</b>Achieves and maintains a health enhancing level of physical fitness</p> <p><b>S-5</b>Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>		<p>Students will be able to demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives</p>	<p><b>Endurance</b> <b>Body composition</b> <b>Sportmanship</b> <b>Fitness</b> <b>Leadership</b> <b>Volley</b> <b>Pass</b> <b>Set</b> <b>Scoring</b> <b>Fad diet</b> <b>BMR</b> <b>Obesity</b> <b>Appetite</b> <b>Unit price</b></p>	<p><b>Small group</b> <b>Team participation</b> <b>Demonstration</b> <b>Individual skill work</b> <b>Peer tutor</b></p>	<p><b>Text</b> <b>Game-rules, description, history</b> <b>Video</b></p>	<p><b>Quiz</b> <b>Skill test</b> <b>Formal/informal observation</b> <b>Dress</b> <b>Participation</b> <b>Student log</b></p>
	<b>S-2</b> Students will demonstrate the ability to access valid health information and health promoting products and services		<p>Students will be able to demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being</p>				
			<p>Makes use of offensive and defensive strategies. Displays a basic understanding of the rules of play</p>				
			<p>Students will be able to recognize which foods are which nutrients and compare their nutritional values</p>				



Pacing <i>Year, Month or Week (length of time)</i>	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark Include Code (ie: N.ME.04.05), Description/Objective	Unit(s) or Topic(s) <i>Aerobics Floor hockey Jump rope Speedball  Cardiovascular and respiratory health First Aid</i>	Student Skills Students will make use of offensive and defensive strategies Understand the basic rules of play Students will see the benefits of raising their heart rate and breathing rates	Vocabulary Words To Know Content & Academic <i>Not limited to list but shows relationship to content/topic</i> Isometric exercise Isotonic exercise Muscular endurance Cardiovascular endurance Pass			
November	S-1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities  S-2 demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to learning and performance of physical activity		Students develop throwing, passing, and catching skills Students will perform locomotor skills to music Students will exhibit directional skills Students will identify intensity levels Students will describe how practice helps individuals improve				
	H-S 6 Students will demonstrate the ability to use goal setting and decision making skills to enhance health		Students will be able to analyze the impact of personal behaviors on the body systems				
	H-S-3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks		Students will be able to demonstrate first-aid and safety procedures Students will be able to describe how to prevent being in dangerous situations Students will be able to describe some safety procedures				













