



Western Line School District 2024-2025

Physical Education Pacing Guide

Week (s)	Competency & Objective Number	Standards and Learning Outcomes	Objectives DOK/PLDs
Week 1 & 2	<p>Competency 1: Describe ways to achieve and maintain a healthy lifestyle.</p> <p>Standard 1: Scientific and Theoretical Knowledge Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</p>	<p>Demonstrates competency in a variety of motor skills: Understand Relationship Between Health Behaviors and Health</p> <p>YOUR HEALTH & WELLNESS</p> <p>PROMOTING A HEALTHY LIFESTYLE</p> <p>YOUR BEHAVIOR & REDUCING HEALTH RISK</p> <p>a. Define health and list characteristics of a healthy Person.</p> <p>b. State good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.</p>	<p>Nutrition and Fitness. DOK 1 Addresses individual values, attitudes, and beliefs.</p> <p>Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.</p> <p>Discuss the characteristics of a healthy person and have students prepare a list of these characteristics.</p> <p>Discuss the benefits of having a local school health council and student involvement on that council.</p>
Week 3 & 4	<p>Competency 2: Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>Identify the steps in the decision-making models.</p> <p>Apply the decision-making model to solve a personal problem. Explain the relationship between current health decisions and future wellness. Have students</p>	<p>Observe participation in class Discussion.</p> <p>DOK 3</p> <p>Research Paper Topic Proposal</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal</p>

	<p>Standard 3: Planning and Implementation.</p> <p>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.</p>	<p>respond to this statement: I am young. Why should I care about my health?</p> <p>Have the students participate in a class discussion on the decision-making models.</p> <p>Identify a short-term personal health goal and take action toward achieving the goal. Identify who can help when assistance is needed to achieve a personal health goal.</p>	<p>communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Week 5 & 6</p>	<p>Competency 2: Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>b. Apply the decision-making model to solve a personal problem.</p> <p>Note: If you choose the topic of abstaining from premarital sex, you should check to see if your district chose abstinence-only or abstinence-plus.</p> <p>Identify how the family influences personal health practices and behaviors. Recognize how culture influences health practices and behaviors. Recognize how peers can influence healthy and unhealthy behaviors Identify what the school can do to support personal health practices and behaviors Describe how the media can influence health behaviors. Recognize how technology can influence personal health.</p>	<p>Divide the class into groups and give groups a personal problem situation where they must write a solution utilizing the decision-making model.</p> <p>(Reasons for abstaining from premarital sex, abstaining from use of drugs and alcohol, etc.)</p>
<p>Week 7</p>	<p>Competency 3: Recognize the benefits of being a wise consumer</p>	<p>a. Identify rights and responsibilities as a consumer.</p> <p>b. Identify the activities of agencies that protect the</p>	<p>Recognize the benefits of being a wise consumer.</p> <p>Have students participate in class</p>

		<p>Consumer.</p> <p>Demonstrate healthy ways to express needs, wants, and feelings including in an unwanted, threatening, or dangerous situation. Demonstrate listening skills to enhance health.</p>	<p>discussion about consumer rights and responsibilities, the Consumer Bill of Rights, etc.</p>
<p>Week 8</p>	<p>Competency 1: Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health.</p> <p>Standard 2: Skill-Based and Fitness-Based Competence</p> <p>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards.</p>	<p>Explain how mental health contributes to personality. Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health.</p>	<p>Research Paper Due Students will complete their research Paper.</p> <p>Prepare for their final exam.</p>
<p>Week 9</p> <p>Term 1 Ends</p>		<p>Review & Finals</p>	
<p>Weeks 10 & 11</p>	<p>Competency 3: Recognize the benefits of being a wise consumer.</p>	<p>Have students bring articles from media sources and search Web for current information and Resources. Have students discuss relevance</p>	<p>Who and what are the influences that persuade your decisions.</p> <p>How can you tell if the information you use is reliable or valid? DOK 3</p>
<p>Weeks 12 & 13</p>	<p>Competency 1: Demonstrate the ability to practice health-enhancing behaviors</p>	<p>Explain how mental health contributes to personality. Have students compile a list of personality traits during a</p>	<p>Have students research data regarding other cultures and how it relates to disease. DOK 3</p>

	<p>that contribute to positive mental health.</p> <p>Standard 2: Skill-Based and Fitness-Based Competence</p> <p>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards.</p>	<p>brainstorming session; circle the traits that contribute to mental health.</p>	
Weeks 14 & 15	<p>Competency 4: Analyze the influence of culture, media, technology, and other factors on health.</p>	<p>Evaluate the implications of modern technology on societal Health.</p> <p>Have students bring articles from media sources and search Web for current information and Resources.</p> <p>Have students discuss relevance of Web sites to determine reliability of health information.</p>	<p>Have students research data regarding other cultures and how it relates to disease.</p> <p>DOK 3</p>
Week 16	<p>Analyze the influences of different cultural beliefs on health behaviors.</p> <p>Standard 5: Impact on Student Learning</p> <p>Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.</p>	<p>Have students compare and contrast the data from other cultures to the United States using various presentation Methods.</p> <p>Students will compare and contrast health insurance policies. Medicaid and Medicare policies should be included in their analyses.</p>	<p>Have students compare and contrast the data from other cultures to the United States using various presentation Methods.</p> <p>Students will compare and contrast health insurance policies. Medicaid and Medicare policies should be included in their analyses.</p>
Week 17	<p>1. Demonstrate</p>	<p>Demonstrate competency with</p>	<p>The opponent will return the serve in</p>

	competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)	increasing proficiency in movement skills while participating in team and individual sports.	tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.
Week 18 Term 2 Ends		Review & Finals	
Week 19	1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Demonstrate proficiency in numerous movement forms. Use technology to evaluate a variety of movement forms.	Students will participate in team and individual activities that allow them to practice, improve, and apply previously learned motor skills in activities taken from the suggested activity list. Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, fitness testing software) to analyze and assess the improvement of their physical skills. FitnessGram www.fitnessgram.net Presidential Youth Fitness Program www.presidentialyouthfitnessprogram.org
Week 20	1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Demonstrate proficiency in team-oriented skills Improve upon a variety of advanced manipulative skills.	Have students participate in a tennis match. Students should display skills such as developing strategy, playing by the rules, scorekeeping, proper grip, force, etc. Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/ or volleyball.
Week 21	2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Identify and analyze the movement skills of self and peers during various physical activities. Design self-improvement plan to achieve a higher skill level in a movement activity.	Using a teacher provided checklist or rubric; students will observe and evaluate the motor skills of peers in selected areas. Video students during physical activities. Have students watch videos and use the checklist/rubric to evaluate movement skills. Design activities to improve movement skills

Weeks 22 & 23	2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	<p>Analyze peer performance on specific movement skills.</p> <p>Determine offensive and defensive strategies while participating in team and individual sports.</p> <p>Use the outcomes of strategic decisions to encourage the improvement of personal performance</p>	<p>Have students create a rubric to observe and analyze the movement skills of two other students.</p> <p>Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/or volleyball.</p> <p>Have students evaluate and document ways to improve their performance or the performance of their team following an activity.</p>
Week 24	3. Participates regularly in physical activity.	Recognize the value of participating in vigorous activities over a sustained period of time.	Students will complete a weekly physical activity log that includes a minimum of 10 physical activities. It should include activities in a variety of settings. Have students write a one-page essay identifying behavior changes needed to continue a healthy active lifestyle.
Week 25	3. Participates regularly in physical activity.	Establish personal physical activity goals based on previous assessments	Assist students as they assess their fitness levels based on the five health related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition). Have students identify their weakest component and design a plan to improve it.
Week 26	3. Participates regularly in physical activity.	<p>Participate in a variety of health-related movement activities, which encourages a lifetime of physical fitness.</p> <p>Select activities that promote a physically active lifestyle by determining the health and fitness benefits of team, dual, individual, and lifetime activities.</p> <p>Create a plan to maximize success in a variety of activities (i.e., picnic, camping trip, picking up litter, etc.).</p>	<p>Have students use different methods to monitor the five health-related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition) and identify any correlation in data that would indicate fitness.</p> <p>In order to demonstrate the knowledge of activities that promote a physically active lifestyle, students will select two activities that improve fitness levels in each of the health related components of fitness.</p> <p>Have students create a list of supplies and materials they would need to go on an overnight backpacking trip. Encourage them to execute the plan with their family.</p>
Week 27		Review & Finals	

Term 3			
Weeks 28 & 29	4. Achieve and maintain a health-enhancing level of physical fitness.	<p>Participate in a nationally recognized fitness test to assess personal fitness.</p> <p>Utilize various resources including technology to enhance personal fitness.</p> <p>Design and participate in a personal fitness program.</p>	<p>Complete the FITNESSGRAM www.fitnessgram.net or Presidential Youth Fitness Program www.presidentialyouthfitnessprogram.org.</p> <p>Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, FITNESSGRAM, www.fitnessgram.net fitness testing software) to analyze and assess the improvement of their physical skills.</p> <p>Students will use fitness assessment data to plan a personal fitness program to increase the five health related components (muscular strength, muscular endurance, aerobic fitness, flexibility, and body composition).</p>
Weeks 30 & 31	4. Achieve and maintain a health-enhancing level of physical fitness.	<p>Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.</p> <p>Maintain the five health related fitness components (i.e., aerobic fitness, muscular strength, muscular endurance, flexibility, body composition) to live a healthy lifestyle through the development of a fitness plan.</p> <p>Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.</p>	<p>Have students create a fitness plan that focuses on body composition. The fitness plan should include warm-up and cool down exercises (i.e., stretching), aerobic fitness exercises, and muscular strength and endurance exercises. Students should also plan for a nutritious appropriate diet using MyPlate. www.choosemyplate.gov</p> <p>Have students create an outline explaining the activities, principles, and methods they plan to participate in to maintain aerobic endurance, muscular strength and endurance, flexibility, and body composition.</p> <p>Have students record the fitness, intensity, time, and type of activity (FITT) that he/she engaged in for a specific amount of time. Identify likes/dislikes of the activity and needs for improvement.</p>
Weeks 32 & 33	5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.	<p>Apply rules, procedures, and safe practices based upon teacher instruction.</p> <p>Demonstrate sportsmanship and fair play during physical activities.</p>	<p>Have students develop rules and serve as the official for the designed activity.</p> <p>Students will show proper etiquette in various physical activities or competitions.</p>

Week 33 & 34	6. S1.E3 Jumping & landing, horizontal and vertical Balance with equipment.	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.	– Performs teacher-selected and developmentally appropriate dance steps and movement patterns.
Week 35	4 Dance Cultural Dance (S1.E4.3-5.a) Original Dance	Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
Week 36		Review & Finals	