## FIRST TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curriculum Resources</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):</th>
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</thead>
</table>
| Marking Period Starts: 9/5/19  
Suggested Completion Date: 9/20/19 | **Unit: Intro to PE  
Unit Title: *PE 101 (Routines, Rituals and Relevance)*  
Suggested Equipment: -Boundary Cones  
-Visual of class rules and routines;  
-Poly spots per student | **SPARK: K-2 Building a Foundation**  
**SPARK: K-2 ASAPs** | Content/skill SWBAT statement (corresponding standards)  
- Identify the importance of physical activity and physical education (F. 13)  
- Demonstrate the ability to follow basic class routines and rules (M. 24)  
- Demonstrate the ability to follow basic safety procedures (M. 25)  
- Identify activity area boundaries (M. 15)  
- Demonstrate the ability to find personal space (M.15)  
- Demonstrate the ability to find general space (M.15)  
- Identify different body parts (M.17) |
| Suggested Completion Date: 10/11/18 | Unit: Movement Skills & Concepts: Locomotor Skills  
Unit Title: *Locomotor Skills*  
Suggested Equipment: -Cones  
-Locomotor Skill Visuals  
-Poly spots per student  
-Noodle tag sticks | **SPARK: K-2 Building a Foundation**  
**SPARK: K-2 ASAPs**  
**OPEN Phys. Ed: K-2 Locomotors**  
**OPEN Phys. Ed: K-2 Flag Tag Games** | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to safely walk and run at varying speeds (M. 1, M. 18)  
- Demonstrate a simple slide, gallop, hop, jump, skip, and leap (M. 1)  
- Identify skill cues specific to each locomotor skill (M.1, M.2)  
- Combine locomotor skills to create movement patterns (M.1, M.3)  
- Demonstrate the ability to move safely within a given activity space (M. 15, M.25)  
- Demonstrate the ability to move forward, backward, sideways, over and under (M.1, M.19)  
- Demonstrate the ability to move using different pathways (M. 1, M. 20)  
- Demonstrate the ability to move at different levels (high, medium, low) (M. 1, M. 21) |
| Suggested Completion Date: 11/1/18 | Unit: Movement Skills & Concepts: Non-locomotor Skills  
Unit Title examples:  
*Non-locomotor Movements; Stunts & Balancing, Body Awareness, Movement Exploration*  
Suggested Equipment: | **SPARK: K-2 Balance, Stunts, and Tumbling**  
**OPEN Phys. Ed: K-2 Flag Tag Games**  
**OPEN Phys. Ed: K-2 Locomotors**  
**OPEN Phys. Ed: K-2 Locomotors** | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to perform all non-locomotor movements (M. 4)  
- Demonstrate all non-locomotor skills at various speeds (M.4, M. 18)  
- Demonstrate all non-locomotor skills at different levels (M.4, M. 21)  
- Balance unassisted for at least ten seconds on each foot (M.5)  
- Balance for at least five seconds while maintaining a specific body shape (M.5)  
- Demonstrate the ability to support own body weight in various positions for at least ten seconds (M. 5, F. 6)  
- Identify basic body parts and their functions related to movement (F.7 & F. 8)  
- Demonstrate the ability to hold various stretch positions for increasing periods of time (F. 9)  
- Compare and contrast using right versus left sides of the body (M.16) |
### Unit: Movement Skills & Concepts: Manipulating Objects with Hands

**Unit Title Examples:**
- Roll & Receive

**Suggested Equipment:**
- 6-7” balls
- Cones
- Poly spots
- Bowling Pins or other targets

**SPARK:**
- K-2 Catching and Throwing (see rolling lessons)

**Content/skill SWBAT statement (corresponding standards):**
- Roll a ball using dominant hand along the ground (M. 9)
- Roll a ball toward or through a target using two hands (M. 9)
- Apply concepts of force to rolling for varying distances (M. 23)
- Demonstrate the ability to track and receive a ball rolled off center (M. 8)
- Demonstrate the ability to follow simple rules to rolling games or activities (M. 24)
- Demonstrate the ability to fulfill various roles with a partner or group in rolling activities (M. 26, PS. 2-4)

**First Marking Period Ends:** 11/29/19

**Assessments During This Period:** SPARK Folio K-2 assessments, OPEN Phys. Ed assessments

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### YEAR AT A GLANCE

#### Student Learning Outcomes by Marking Period

**2019-2020**

#### SECOND TERM

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<thead>
<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curriculum Resources</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):</th>
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</table>
| Marking Period Starts: 12/2/19 | Unit: Movement Skills & Concepts: Manipulating Objects with Hands | **SPARK:** K-2 Dribbling, Volleying and Striking (see bounce lessons) | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to self-bounce and catch a large, lightweight ball repeatedly from stationary position using two hands (M. 10)  
- Demonstrate the ability to self-bounce and catch a large, lightweight ball while moving forward (M. 10, M. 19)  
- Demonstrate the ability to bounce and catch at low, medium and high levels using two hands (M.10, M.21)  
- Dribble a ball repeatedly, in a stationary position with dominant hand (M.11)  
- Demonstrate the ability to receive and bounce pass a ball from a partner while stationary (M.8)  
- Recognize the difference between dribbling and bouncing (M.14)  
- Recognize the skill cues associated with bounce, catch and dribble (M. 14) |
| Suggested Completion Date: 12/20/19 | Unit Title examples: Bounce, Catch & Dribble | **OPEN Phys. Ed:** K-2 Ball Handling Skills (see bounce activity plans) |  |
| Suggested Completion Date: 1/17/20 | Unit: Movement Skills & Concepts: Manipulating Objects with Hands | **SPARK:** K-2 Catching and Throwing (see underhand lessons) | Content/skill SWBAT statement (corresponding standards)  
- Balance a beanbag on various upper body parts (M. 5)  
- Throw a small object underhand to a partner at close proximity (M. 6)  
- Throw underhand, using proper skills cues, to large target (M. 6) |

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**DEPARTMENT NAME**

Health & Wellness: P.E.

**GRADE LEVEL:** 1st
| Suggested Completion Date: 2/7/20 | Unit: Health-Related Fitness  
Unit Title examples: **Aerobic Games, Chasing and Fleeing, Heart Health**  
Suggested Equipment:  
- Cones  
- Noodle Tag Sticks  
- Aerobic Station Task Cards  
**OPEN Phys. Ed:** K-2 Flag Tag Games  
**SPARK:** K-2 Games | **Content/skill SWBAT statement (corresponding standards)**  
- Demonstrate the ability to participate in aerobic activities for increasing amounts of time (F. 1)  
- Apply locomotor and non-locomotor skills to aerobic activities/games (M. 1, M.2, M. 3, M. 4)  
- Identify locomotor and non-locomotor skills used within aerobic activities/games (M.2)  
- Demonstrate the ability to follow basic rules of simple aerobic games (M.24)  
- Recognize that oxygen plays a key role in physical activity (F.2)  
- Explain the short-term effects of physical activity on the heart and lungs (F.3)  
- List the health benefits of physical activity (LL.6) |
| Suggested Completion Date: 3/13/20 | Unit: Lifelong Physical Activity Skills: Rhythms & Dance  
Unit Title examples: **Dance, Rhythm Sticks**  
Suggested Equipment:  
- Music  
- Music player/speaker  
- Rhythm Sticks  
- Scarves  
- Bells  
* Rhythms & Dance PE Lending Library Unit  
**OPEN Phys. Ed:** K-2 Dance  
**SPARK:** K-2 Dance | **Content/skill SWBAT statement (corresponding standards)**  
- Move and clap to varying patterns in response to a given beat (LL. 2)  
- Demonstrate various locomotor/non-locomotor skills in a pattern during rhythms and/or dance activities (M.1)  
- Identify practice as contributing to improvement (LL.7)  
- Continue to participate when not successful on the first try (LL. 8, PS.7)  
- Identify appropriate ways to encourage others (PS.9)  
- List the wellness and fitness benefits of rhythms and/or dance activities (F.3)  
- Name settings where he/she has participated in rhythms and/or dance activities with family or friends (LL.1) |

Second Marking Period Ends: 3/13/20  
**Assessments During This Period:** SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments
### THIRD TERM

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<tr>
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<tbody>
<tr>
<td>Marking Period Starts:</td>
<td>Unit: Personal &amp; Social Skills: Cooperation</td>
<td><strong>Project Adventure:</strong> Elementary First Grade</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
</tr>
<tr>
<td>3/16/20</td>
<td>Unit Title examples: <em>Cooperative Games, Project Adventure, Parachute</em></td>
<td><strong>SPARK: K-2 Parachute</strong></td>
<td>* Demonstrate the attributes of an effective partner, as defined by instructor (PS. 4)</td>
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<tr>
<td>Suggested Completion Date:</td>
<td>Suggested Equipment: -Cones -Poly spots -Fleece balls -Rubber or bean bag animals -Parachute -Noodle sticks -Beach balls *Project Adventure PE Lending Library Pack</td>
<td><strong>OPEN Phys. Ed: K-2 Parachute</strong></td>
<td>* Demonstrate the ability to kick a stationary ball from a stationary position for varying distance (M. 12)</td>
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<td><strong>OPEN Phys. Ed: K-2 Field Day Games</strong></td>
<td>* Identify ways that best effort can be demonstrated in and out of physical education (LL.8)</td>
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<td></td>
<td></td>
<td><strong>SPARK: K-2 Dribbling, Volleying and Striking (see striking lessons)</strong></td>
<td>* Identify appropriate ways to encourage others (PS.9)</td>
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<tr>
<td></td>
<td>Suggested Completion Date: 5/1/20</td>
<td><strong>OPEN Phys. Ed: K-2 Volleying and Striking Unit</strong></td>
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<td></td>
<td>Unit: Manipulative Skills: Manipulating Objects with Hands &amp; Short-handled implements</td>
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<td></td>
<td>Unit Title: <em>Strike with Hands &amp; Paddles</em></td>
<td><strong>SPARK: K-2 Kicking and Trapping</strong></td>
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<tr>
<td></td>
<td>Suggested Equipment: -Beachballs or balloons -Short handled paddles</td>
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<td>* Demonstrate given safety procedures when striking with implements (M. 25, PS.3)</td>
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<td><strong>OPEN Phys. Ed: K-2 Foot</strong></td>
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<td>Suggested Completion Date: 5/22/20</td>
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<tr>
<td></td>
<td>Unit: Movement Skills &amp; Concepts: Manipulating Object</td>
<td><strong>SPARK: K-2 Kicking and Trapping</strong></td>
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<td></td>
<td><strong>OPEN Phys. Ed: K-2 Foot</strong></td>
<td>* Demonstrate the ability to kick a ball in different directions (M. 12, M. 19)</td>
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</tbody>
</table>
| Unit Title example:  
| **Strike & Trap with Feet**  
| Suggested Equipment:  
| - Soccer balls  
| - Cones  
| - Spots  
| Skills Unit  
| ● Demonstrate the ability to trap a slow moving ball with dominant foot (M. 12, M.16)  
| ● Demonstrate the ability to kick a stationary ball to a partner (M.12)  
| ● Demonstrate the ability to strike a ball forward repeatedly while walking forward (M.12)  
| ● List the skill cues for kicking and trapping (M.14)  
| Suggested Completion Date:  
| 6/17/20  
| Third Marking Period Ends:  
| 6/19/20  
| Unit: Lifelong Physical Activity Skills  
| Unit Title example:  
| **Outdoor Games, Summer Leisure Activities, Yard Games**  
| Suggested Equipment:  
| - Playground Balls  
| - Yard Games  
| SPARK: K-2 Recess Activities  
| OPEN Phys. Ed: K-2 Field Day Games  
| Content/skill SWBAT statement (corresponding standards)  
| ● List basic rules and procedures of given leisure games/activities (LL.1, M.24)  
| ● Name appropriate vs. inappropriate places to participate in given leisure activities (LL.3)  
| ● Demonstrate the ability to continue to participate in games when not successful on the first try (PS.7)  
| ● Name safety components of traveling to places outside of physical education to participate in games (LL.4)  
| ● Identify two activities that can be played outside of physical education (LL.1)  
| ● Identify activities that can contribute to stress relief and relaxation (LL.5)  
|  
| Third Marking Period Ends: 6/19/20  
| Assessments During This Period: **SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments; Project Adventure assessments**