### FIRST TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Overarching/general themes and resources</th>
<th>Marking Period Starts: 9/5/19</th>
<th>Suggested Completion Date: 9/20/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit: Introduction to Phys. Ed.</td>
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<tr>
<td></td>
<td>Unit Title: PE 101 (Routines, Rituals and Relevance)</td>
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<td></td>
<td>Suggested Equipment:</td>
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<tr>
<td></td>
<td>- Cones</td>
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<td></td>
<td>- Visual of rules and routines</td>
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<td>- Poly Spots</td>
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<td></td>
<td>- Bean Bags</td>
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<tr>
<td></td>
<td>District Endorsed Curricula Resources</td>
<td>SPARK: 3-6 The Basics</td>
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<td></td>
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<td>SPARK: 3-6 The First 3 Lessons</td>
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<td>SPARK: 3-6 ASAPs</td>
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<td>SPARK: 3-6 Chasing and Fleeing</td>
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<td></td>
<td>To Demonstrate Proficiency by the End of the quarter Students Will.... (with eligible content references):</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
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<tr>
<td></td>
<td></td>
<td>- Demonstrate an understanding of class routines and procedures (PS. 21, F. 33)</td>
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<td></td>
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<td>- Demonstrate an understanding of personal and general space (M. 47)</td>
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<td>- Demonstrate proficiency in locomotor movements and use smooth transitions between movements (M.28)</td>
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<td></td>
<td>- Explain the short-term and long-term effects of physical activity (F.19)</td>
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<td></td>
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<td>- Recognize the benefits of proper nutrition (F.39)</td>
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<td>- Describe how a proper warm-up can affect the body (F.33)</td>
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<td>- Identify at least two physical activities to do outside of school that fulfill personal enjoyment needs (LL. 19)</td>
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<tr>
<td></td>
<td>Suggested Completion Date: 10/11/19</td>
<td>Project Adventure: Elementary Grade 4</td>
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<tr>
<td></td>
<td>Unit: Personal &amp; Social Skills: Cooperation</td>
<td>SPARK: 3-6 Cooperatives</td>
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<tr>
<td></td>
<td>Unit Title example: Project Adventure, Cooperative Games</td>
<td>Open Phys Ed: 3-5 Personal and Social Responsibility</td>
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<tr>
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<td>Suggested Equipment:</td>
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<tr>
<td></td>
<td>- Rubber animals</td>
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<td></td>
<td>- Fleece balls</td>
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<td>- Noodle Sticks</td>
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<td>- Beach balls</td>
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<td>- Cones</td>
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<td>- Poly spots</td>
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<td></td>
<td>- Tarps or Parachute</td>
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<tr>
<td></td>
<td>* Project Adventure from PE Lending Library</td>
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<tr>
<td></td>
<td>* Omnikin Ball from PE Lending Library</td>
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</tbody>
</table>
| Suggested Completion Date: 11/1/19 | Unit: Movement Skills & Concepts: Manipulating Objects with the hands | Unit Title examples: *Throw & Catch with non-standard objects, Frisbee Skills, Football Skills, Rugby Skills* | Suggested Equipment: -Fleece balls -Gator balls -Cones *Rugby unit from PE Lending Library -Frisbees | **SPARK:** 3-6 *Football*  
**SPARK:** 3-6 *Flying Disc* | Content/skill SWBAT statement (corresponding standards)  
- Throw a non-standard object using proper form (M.34, M. 45)  
- Track and catch a non-standard object (M.35)  
- Maintain balance while performing throwing and catching tasks with upper body (M.31)  
- Demonstrate proper follow through when throwing objects (M.45)  
- Demonstrate the ability to make proper adjustments for force and accuracy while throwing and catching (M.45)  
- Identify the skill cues for throwing and catching a non standard object(M.42)  
- Demonstrate the ability to adjust form in response to feedback (M.43) |
| --- | --- | --- | --- | --- | --- |
| Suggested Completion Date: 11/27/19 | Unit: Movement Skills & Concepts: Manipulating Objects with the hands | Unit Title examples: *Dribble & Pass, Basketball Skills* | Suggested Equipment: -Basketballs -Cones | **SPARK:** 3-6 *Basketball*  
**Open Phys Ed:** 3-5 *Skillastics Basketball*  
**Open Phys Ed:** 3-5 *Invasion Basics* | Content/skill SWBAT statement (corresponding standards)  
- Hand dribble a ball while moving in different directions using dominant and non-dominant hands (M. 36)  
- Hand dribble a ball, using dominant and non-dominant hands, using slow and medium speeds (M.36, M.44)  
- Pass a ball using two hands to a moving target (M. 34)  
- Catch a ball passed from a partner (M.34)  
- Identify the skill cues for dribbling & passing (M. 42)  
- Apply principles of force, accuracy, and follow-through to dribbling and passing (M.45)  
- Apply simple offensive and defensive concepts to modified games (M. 49)  
- Explain the importance of moving into open space in an invasive style game (M.48)  
- Demonstrate the ability to adjust form in response to feedback (M.43) |
| First Marking Period Ends: 11/29/19 | Assessments During This Period: *SPARK Folio 3-5 assessments, Open Phys ed assessments; Project Adventure assessments* |
### SECOND TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Resources</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):</th>
</tr>
</thead>
</table>
| **Marking Period Starts:** 12/2/19  
**Suggested Completion Date:** 12/20/19 | Unit: Movement Skills & Concepts: Manipulating objects with hands and short-handled implements  
Unit Title example: *Volley & Strike with hands and short-handled implements*  
Suggested Equipment:  
- Paddles  
- Volleyballs  
- Beach Balls  
*Pickleball unit from PE Lending Library* | **SPARK:** 3-6 *Volleyball*  
**Open Phys Ed:** 3-5 *Pickleminton* | Content/skill SBWAT statement (corresponding standards)  
- Strike an object with one hand and/or short-handled implement towards a target (M.41)  
- Strike an object with one hand and/or short-handled implement for distance (M.41)  
- Strike an object repeatedly with hands or short-handled implement while stationary (M. 41)  
- Volley an object back and forth with a partner using hands and/or a short-handled implement at least three times (M. 41)  
- Identify the skill cues for striking and volleying with hands and/or a short-handled implement (M. 42)  
- Explain how the principles of force, accuracy, and follow-through relate to changes in skill performance (M.45)  
- Adapt personal style of play in physical activity to meet the needs of a partner (PS. 20)  
- Demonstrate the ability to adjust form in response to feedback (M.43) |
| **Suggested Completion Date:** 1/17/20 | Unit: Health-Related Fitness  
Unit Title example: *Fitness, Fitness Stations, Fitness Games, Jump Rope, Yoga*  
Suggested Equipment:  
- Jump ropes  
- Scarves  
- Cones  
- Yoga mats  
- Noodle tag sticks | **SPARK:** 3-6 *Group Fitness*  
**SPARK:** 3-6 *Aerobic Games*  
**SPARK:** 3-6 *Fitness Circuits*  
**SPARK:** 3-6 *Stunts and Tumbling*  
**SPARK:** 3-6 *Jump Rope*  
**Open Phys Ed:** 3-5 *Fitness Knowledge*  
**Open Phys Ed:** 3-5 *Plug & Play Fitness*  
**Open Phys Ed:** 3-5 *Ninja Warrior Skills* | Content/skill SBWAT statement (corresponding standards)  
- Participate in MVPA for increasing periods of time (F. 16)  
- Identify several aerobic activities which can increase aerobic capacity (F. 18)  
- Explain the long-term effects of aerobic activity on the body (F. 19)  
- Demonstrate the ability to take heart rate before and after physical activity (F. 20)  
- Identify the correct target heart rate zone for age and gender (F.21)  
- Identify the action of several major muscles (F. 24)  
- Demonstrate the ability to hold own body weight in various positions for increasing amounts of time (F. 25)  
- Demonstrate the ability to hold various flexibility positions for increasing periods of time (F. 28)  
- Identify proper tools and resources to monitor physical activity (LL. 18) |
<table>
<thead>
<tr>
<th>Suggested Completion Date: 2/14/20</th>
<th>Unit: Health Related Fitness</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unit Title: <strong>FitnessGram</strong></td>
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<tr>
<td></td>
<td><strong>Suggested Equipment:</strong> Fitnessgram Testing Kit</td>
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<tr>
<td>FitnessGram: <strong>Test Administration Kit and Guide</strong></td>
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<tr>
<td>Open Phys Ed: <strong>3-6 Fitness Knowledge</strong></td>
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<tr>
<td>Open Phys Ed: <strong>3-5 Plug &amp; Play Fitness</strong></td>
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</tr>
<tr>
<td><strong>Content/skill SWBAT statement (corresponding standards):</strong></td>
<td></td>
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<tr>
<td>● Identify the components of health-related fitness (F. 34)</td>
<td></td>
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<tr>
<td>● Recognize FitnessGram assessment as a personal indicator of health related fitness (F. 35)</td>
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<tr>
<td>● List components of “choose my plate” (F.40)</td>
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<tr>
<td>● Recall healthy snacks eaten in the past week (F.40)</td>
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<tr>
<td>● Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 17, F. 26, F. 27, F. 29, F. 30)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Suggested Completion Date: 3/13/20</th>
<th>Unit: Lifelong Physical Activity Skills: Rhythms &amp; Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit Title examples: <strong>Rhythms &amp; Dance, Cultural Dances, Rhythm Sticks, Jump Bands, Double Dutch, Aerobic Beats</strong></td>
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<tr>
<td></td>
<td><strong>Suggested Equipment:</strong> <em>Rhythms &amp; Dance unit from PE Lending Library</em></td>
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<td></td>
<td><em>Aerobic Beats from PE Lending Library</em></td>
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<tr>
<td>SPARK: <strong>3-6 Dance</strong></td>
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<tr>
<td>SPARK: <strong>3-6 Movement Bands</strong></td>
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<tr>
<td><strong>Content/skill SWBAT statement (corresponding standards):</strong></td>
<td></td>
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<tr>
<td>● Perform several rhythmic patterns (M. 29, M. 30, LL. 14)</td>
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<tr>
<td>● Perform the sequence or pattern of a simple dance routine (M. 30, LL. 11, LL. 14)</td>
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<tr>
<td>● Name several types of music that are personally enjoyable (LL. 15)</td>
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<tr>
<td>● Demonstrate a willingness to participate in several rhythms and/or dance activities (PS.22, LL. 15)</td>
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<tr>
<td>● Identify the cultural significance of several rhythms and/or dance activities (LL. 15, LL. 17)</td>
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<tr>
<td>● Identify methods of participating in rhythms and/or dance activities outside of physical education (LL. 13)</td>
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<tr>
<td>● Identify at least one rhythms or dance activity as personally enjoyable (LL. 13, LL. 19)</td>
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<tr>
<td>● Demonstrate the attributes of a good partner or teammate in rhythms &amp; dance activities (PS. 12)</td>
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<tr>
<th>Second Marking Period Ends: 3/13/20</th>
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<tbody>
<tr>
<td>Assessments During This Period: <strong>FitnessGram assessments grades 4-12; SPARK Folio 3-5 assessments, Open Phys ed assessments</strong></td>
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</table>
## THIRD TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Overarching/general themes and resources</th>
<th>District Endorsed Curricula Resources</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):</th>
</tr>
</thead>
</table>
| Marking Period Starts: 3/16/20   | Unit: Movement Skills & Concepts: Manipulating Object with Long-handled implements  
Unit Title example: *Strike an object on the ground, Hockey skills, Field Hockey Skills, Beach balls & Noodles*  
Suggested Equipment: - Hockey Sticks  
- Gator Balls  
- Fleece Balls  
- Beach Balls  
- Noodles  
SPARK: 3-6 Hockey | Content/skill SWBAT statement (corresponding standards)  
● Strike, consistently, an object along the ground using a long-handled implement for distance (M.41)  
● Strike, consistently, an object along the ground using a long-handled implement towards a stationary target (M. 41)  
● Manipulate an object using a long-handled implement while moving forwards (M. 41)  
● Identify the skill cues for striking and controlling an object with a long-handled implement (M. 42)  
● Explain how the principles of force, accuracy, and follow-through relate to changes in skill performance (M.45)  
● Apply simple game rules and roles to a sport-like setting (M. 49)  
● List the attributes of an effective partner and teammate (PS.12)  
● Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 4/3/20 |                                           |                                      |                                                                                                  |
| Suggested Completion Date: 5/1/20 | Unit: Movement Skills & Concepts: Manipulating Objects with Long-handled implement  
Unit Title example: *Strike an object In the air or off a bounce, Softball skills, Tennis skills*  
Suggested Equipment: - Bats  
- Wiffle balls/soft balls  
- Batting Tees  
*Tennis unit from PE Lending Library  
Open Phys Ed: 3-5 Bat and Ball Games  
Open Phys Ed: 3-5 Pickleminton  
SPARK: 3-6 Softball | Content/skill SWBAT statement (corresponding standards)  
● Strike an object in the air or off a bounce with a long-handled implement using proper skills cues (M. 41)  
● Strike an object in the air or off a bounce with a long-handled implement toward a large target (M. 41)  
● Demonstrate the ability to adjust body position in response to feedback (M. 43)  
● Demonstrate the concept of force when striking an object in the air or off a bounce (M. 45)  
● Demonstrate proper start or “ready” position for striking objects in the air or off a bounce when given specific criteria (M. 46)  
● Identify the basic skill cues for striking with a long-handled implement (M. 42)  
● Demonstrate appropriate responses to challenges in a physical activity setting (PS. 13)  
● Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 5/22/20 | Unit: Movement Skills & Concepts: Manipulating objects with the feet  
SPARK: 3-6 Soccer  
Open Phys Ed: 3-5 Soccer Skills | Content/skill SWBAT statement (corresponding standards)  
● Trap a rolling object with dominant and non-dominant foot using proper skill cues (M. 37)  
● Kick a ball with dominant and non-dominant foot using a smooth running approach (M.38)  
● Foot-dribble a ball under control with stationary obstacles (M. 39) |

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### DEPARTMENT NAME
Health & Wellness: P.E.

### GRADE LEVEL: 4

### YEAR AT A GLANCE

**Student Learning Outcomes by Marking Period**  
2019-2020

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**DEPARTMENT NAME**  
Health & Wellness: P.E.

**GRADE LEVEL: 4**

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
2019-2020

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**THIRD TERM**

**Overarching/general themes and resources**

<table>
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<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula 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: 3/16/20   | Unit: Movement Skills & Concepts: Manipulating Object with Long-handled implements  
Unit Title example: *Strike an object on the ground, Hockey skills, Field Hockey Skills, Beach balls & Noodles*  
Suggested Equipment: - Hockey Sticks  
- Gator Balls  
- Fleece Balls  
- Beach Balls  
- Noodles  
SPARK: 3-6 Hockey | Content/skill SWBAT statement (corresponding standards)  
● Strike, consistently, an object along the ground using a long-handled implement for distance (M.41)  
● Strike, consistently, an object along the ground using a long-handled implement towards a stationary target (M. 41)  
● Manipulate an object using a long-handled implement while moving forwards (M. 41)  
● Identify the skill cues for striking and controlling an object with a long-handled implement (M. 42)  
● Explain how the principles of force, accuracy, and follow-through relate to changes in skill performance (M.45)  
● Apply simple game rules and roles to a sport-like setting (M. 49)  
● List the attributes of an effective partner and teammate (PS.12)  
● Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 4/3/20 |                                           |                                      |                                                                                                  |
| Suggested Completion Date: 5/1/20 | Unit: Movement Skills & Concepts: Manipulating Objects with Long-handled implement  
Unit Title example: *Strike an object In the air or off a bounce, Softball skills, Tennis skills*  
Suggested Equipment: - Bats  
- Wiffle balls/soft balls  
- Batting Tees  
*Tennis unit from PE Lending Library  
Open Phys Ed: 3-5 Bat and Ball Games  
Open Phys Ed: 3-5 Pickleminton  
SPARK: 3-6 Softball | Content/skill SWBAT statement (corresponding standards)  
● Strike an object in the air or off a bounce with a long-handled implement using proper skills cues (M. 41)  
● Strike an object in the air or off a bounce with a long-handled implement toward a large target (M. 41)  
● Demonstrate the ability to adjust body position in response to feedback (M. 43)  
● Demonstrate the concept of force when striking an object in the air or off a bounce (M. 45)  
● Demonstrate proper start or “ready” position for striking objects in the air or off a bounce when given specific criteria (M. 46)  
● Identify the basic skill cues for striking with a long-handled implement (M. 42)  
● Demonstrate appropriate responses to challenges in a physical activity setting (PS. 13)  
● Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 5/22/20 | Unit: Movement Skills & Concepts: Manipulating objects with the feet  
SPARK: 3-6 Soccer  
Open Phys Ed: 3-5 Soccer Skills | Content/skill SWBAT statement (corresponding standards)  
● Trap a rolling object with dominant and non-dominant foot using proper skill cues (M. 37)  
● Kick a ball with dominant and non-dominant foot using a smooth running approach (M.38)  
● Foot-dribble a ball under control with stationary obstacles (M. 39) |
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<tr>
<th>Suggested Completion Date: 6/17/20</th>
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</table>

| Unit Title example: **Dribbling, Kicking & Trapping with the feet, Soccer skills**  
**Suggested Equipment:**  
-Soccer balls  
-Cones  
-Goals |
|-----------------------------------|

- Explain and demonstrate the concepts of follow through and force as it relates to kicking or passing a ball in different settings (M. 45)
- Identify the rules and components of modified soccer games (M. 49)
- Recognize the need for creating open space in sport-related games (M.48)
- Demonstrate the ability to work with a variety of partners or teammates (PS. 19)
- Identify the skill cues for dribbling and kicking a soccer ball (M.42)
- Demonstrate the ability to adjust form in response to feedback (M.43)

| Unit: Lifelong physical activity skills: Leisure & Self-Management  
Unit Title example: **Summer Leisure Activities, Yard and Park Games, Skating, Walking, Biking, Rowing, Frisbee Golf**  
Open Phys Ed: 3-5 Instant Activities  
**SPARK: 3-6 Map Challenges**  
**SPARK: 3-6 Walk/Jog/Run**  
**BPS PE Learning Community: Elementary Pedestrian Safety**  
Open Phys Ed: K-5 Field Day Games |
|-----------------------------------|

- Demonstrate the skills needed to participate in leisure and/or wellness activities outside of school (LL. 11. LL.12, LL. 16)
- Identify personally enjoyable leisure activities in which to participate at school (outside of physical education) (LL.13, LL. 19)
- Identify safety considerations for several types of leisure activities (LL.12)
- Describe how personal skills and abilities are appropriate for certain leisure activities (LL.11)
- Complete a given tool to record summertime physical activity and monitor progress (LL. 18, LL. 21)
- Explain the game components including basic rules, skills, tactics and safety considerations needed to participate in given leisure activities (M. 49)
- Describe personal role in making physical activity a fun social setting for all students (PS. 21)

| Third Marking Period Ends: 6/19/20  
Assessments During This Period: **SPARK Folio 3-5 assessments, Open Phys ed assessments** |