

DEPARTMENT NAME Health & Wellness: P.E. GRADE LEVEL: 1st	YEAR AT A GLANCE Student Learning Outcomes by Marking Period 2019-2020
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FIRST TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curriculum Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
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 <i>Building a Foundation</i> SPARK: K-2 <i>ASAPs</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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 <i>Building a Foundation</i> SPARK: K-2 <i>ASAPs</i> OPEN Phys. Ed: K-2 <i>Locomotors</i> OPEN Phys. Ed: K-2 <i>Flag Tag Games</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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 <i>Balance, Stunts, and Tumbling</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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)

	-Gym mats or yoga mats -Beanbags -Poly spots per student		
Suggested Completion Date: 11/27/19	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 <i>Catching and Throwing</i> (see rolling lessons)	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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: <i>SPARK Folio K-2 assessments, OPEN Phys. Ed assessments</i>			

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SECOND TERM		Overarching/general themes and resources	
Dates	Unit Overview	District Endorsed Curriculum Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 12/2/19 Suggested Completion Date: 12/20/19	Unit: Movement Skills & Concepts: Manipulating Objects with Hands Unit Title examples: Bounce, Catch & Dribble Suggested Equipment: -Bounce Balls -Cones -Poly spots	SPARK: K-2 <i>Dribbling, Volleying and Striking</i> (see bounce lessons) OPEN Phys. Ed: K-2 <i>Ball Handling Skills</i> (see bounce activity plans)	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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: 1/17/20	Unit: Movement Skills & Concepts: Manipulating Objects with Hands	SPARK: K-2 <i>Catching and Throwing</i> (see underhand lessons)	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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)

	<p>Unit Title examples: <i>Underhand and Overhand Throw & Catch</i></p> <p>Suggested Equipment: -Beanbags -Fleece balls -Hoops -Scarves/Beach balls -Cones</p>		<ul style="list-style-type: none"> ● Overhand throw a ball for distance, using opposition (M. 7) ● Catch an object above the head, using two hands (M. 6, M. 8) ● Catch an object thrown underhand from a partner, at close proximity (M. 8) ● Recognize simple skills cues associated with underhand throw, overhand throw and catch (M. 14)
<p>Suggested Completion Date: 2/7/20</p>	<p>Unit: Health-Related Fitness</p> <p>Unit Title examples: <i>Aerobic Games, Chasing and Fleeing, Heart Health</i></p> <p>Suggested Equipment: -Cones -Noodle Tag Sticks -Aerobic Station Task Cards</p>	<p>SPARK: K-2 <i>Games</i></p> <p>OPEN Phys. Ed: K-2 <i>Flag Tag Games</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 3/13/20</p>	<p>Unit: Lifelong Physical Activity Skills: Rhythms & Dance</p> <p>Unit Title examples: <i>Dance, Rhythm Sticks</i></p> <p>Suggested Equipment: -Music -Music player/speaker -Rhythm Sticks -Scarves -Bells *Rhythms & Dance PE Lending Library Unit</p>	<p>SPARK: K-2 <i>Dance</i></p> <p>OPEN Phys. Ed: K-2 <i>Dance</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Second Marking Period Ends: 3/13/20</p> <p>Assessments During This Period: <i>SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments</i></p>			

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THIRD TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curriculum Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 3/16/20 Suggested Completion Date: 4/3/20	Unit: Personal & Social Skills: Cooperation Unit Title examples: Cooperative Games, Project Adventure, Parachute Suggested Equipment: -Cones -Poly spots -Fleece balls -Rubber or bean bag animals -Parachute -Noodle sticks -Beach balls *Project Adventure PE Lending Library Pack	Project Adventure: Elementary <i>First Grade</i> SPARK: K-2 <i>Parachute</i> OPEN Phys. Ed: K-2 <i>Parachute</i> OPEN Phys. Ed: K-2 <i>Personal and Social Responsibility</i> OPEN Phys. Ed: K-2 <i>Field Day Games</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate the attributes of an effective partner, as defined by instructor (PS. 4) ● Identify ways to take personal responsibility in a group setting (PS. 5) ● Demonstrate willingness to try new challenges (PS.7) ● Identify ways that best effort can be demonstrated in and out of physical education (LL.8) ● Identify appropriate ways to encourage others (PS.9)
Suggested Completion Date: 5/1/20	Unit: Manipulative Skills: Manipulating Objects with Hands & Short-handled implements Unit Title: Strike with Hands & Paddles Suggested Equipment: -Beachballs or balloons -Short handled paddles	SPARK: K-2 <i>Dribbling, Volleying and Striking</i> (see striking lessons) OPEN Phys. Ed: K-2 <i>Volleying and Striking Unit</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Strike a large, lightweight object repeatedly (M.13) ● Strike a large, lightweight object to varying heights repeatedly (M.13) ● Strike a large, lightweight object back and forth with a partner (M.13) ● Strike a large, lightweight object towards a large target (M.13) ● List the attributes of an effective partner in striking activities (PS.4) ● Demonstrate given safety procedures when striking with implements (M. 25, PS.3)
Suggested Completion Date: 5/22/20	Unit: Movement Skills & Concepts: Manipulating Object	SPARK: K-2 <i>Kicking and Trapping</i> OPEN Phys. Ed: K-2 <i>Foot</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate the ability to kick a stationary ball from a stationary position for varying distance (M.12) ● Demonstrate the ability to kick a ball in different directions (M. 12, M. 19)

	<p>Unit Title example: Strike & Trap with Feet</p> <p>Suggested Equipment: -Soccer balls -Cones -Spots</p>	<i>Skills Unit</i>	<ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 6/17/20</p> <p>Third Marking Period Ends: 6/19/20</p>	<p>Unit: Lifelong Physical Activity Skills</p> <p>Unit Title example: Outdoor Games, Summer Leisure Activities, Yard Games</p> <p>Suggested Equipment: -Playground Balls -Yard Games</p>	<p>SPARK: K-2 Recess Activities</p> <p>OPEN Phys. Ed: K-2 Field Day Games</p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Third Marking Period Ends: 6/19/20</p> <p>Assessments During This Period: <i>SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments; Project Adventure assessments</i></p>			