

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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FIRST TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula 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: Introduction to Phys. Ed. Unit Title: PE 101 (Routines, Rituals and Relevance) Suggested Equipment: - Cones -Visual of rules and routines - Poly Spots - Bean Bags	SPARK: 3-6 <i>The Basics</i> SPARK: 3-6 <i>The First 3 Lessons</i> SPARK: 3-6 <i>ASAPs</i> SPARK: 3-6 <i>Chasing and Fleeing</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate an understanding of class routines and procedures (PS. 21, F. 33) ● Demonstrate an understanding of personal and general space (M. 47) ● Demonstrate proficiency in locomotor movements and use smooth transitions between movements (M.28) ● Explain the short-term and long-term effects of physical activity (F.19) ● Recognize the benefits of proper nutrition (F.39) ● Describe how a proper warm-up can affect the body (F.33) ● Identify at least two physical activities to do outside of school that fulfill personal enjoyment needs (LL. 19)
Suggested Completion Date: 10/11/19	Unit: Personal & Social Skills: Cooperation Unit Title example: Project Adventure, Cooperative Games Suggested Equipment: -Rubber animals -Fleece balls -Noodle Sticks -Beach balls -Cones -Poly spots -Tarps or Parachute *Project Adventure from PE Lending Library *Omnikin Ball from PE Lending Library	Project Adventure: Elementary <i>Grade 4</i> SPARK: 3-6 <i>Cooperatives</i> Open Phys Ed: 3-5 <i>Personal and Social Responsibility</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate the ability to work in pairs or small groups to achieve an agreed upon goal (PS. 10) ● Demonstrate the ability to solve a problem with a small group in a physical activity setting (PS.14) ● Demonstrate the ability to include and motivate others in a physical activity setting (PS.19) ● Demonstrate the ability to coach peers in a physical activity setting (PS. 17) ● Demonstrate acceptable responses to challenges, successes and failures in a physical activity setting (PS.13) ● Demonstrate the ability to balance and control a variety of objects while in a stationary position (M.32)

<p>Suggested Completion Date: 11/1/19</p>	<p>Unit: Movement Skills & Concepts: Manipulating Objects with the hands</p> <p>Unit Title examples: Throw & Catch with non-standard objects, Frisbee Skills, Football Skills, Rugby Skills</p> <p>Suggested Equipment: -Fleece balls -Gator balls -Cones *Rugby unit from PE Lending Library -Frisbees</p>	<p>SPARK: 3-6 <i>Football</i></p> <p>SPARK: 3-6 <i>Flying Disc</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 11/27/19</p>	<p>Unit: Movement Skills & Concepts: Manipulating Objects with the hands</p> <p>Unit Title examples: Dribble & Pass, Basketball Skills</p> <p>Suggested Equipment: -Basketballs -Cones</p>	<p>SPARK: 3-6 <i>Basketball</i></p> <p>Open Phys Ed: 3-5 <i>Skillastics Basketball</i></p> <p>Open Phys Ed: 3-5 <i>Invasion Basics</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>First Marking Period Ends: 11/29/19</p> <p>Assessments During This Period: <i>SPARK Folio 3-5 assessments, Open Phys ed assessments; Project Adventure assessments</i></p>			

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SECOND TERM			
Overarching/general themes and resources			
Dates	Unit Overview	District Endorsed Curricula 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 and short-handled implements Unit Title example: <i>Volley & Strike with hands and/ short-handled implements</i> Suggested Equipment: -Paddles -Volleyballs -Beach Balls *Pickleball unit from PE Lending Library	SPARK: 3-6 <i>Volleyball</i> Open Phys Ed: 3-5 <i>Pickleminton</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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: <i>Fitness, Fitness Stations, Fitness Games, Jump Rope, Yoga</i> Suggested Equipment: -Jump ropes -Scarves -Cones -Yoga mats -Noodle tag sticks	SPARK: 3-6 <i>Group Fitness</i> SPARK: 3-6 <i>Aerobic Games</i> SPARK: 3-6 <i>Fitness Circuits</i> SPARK: 3-6 <i>Stunts and Tumbling</i> SPARK: 3-6 <i>Jump Rope</i> Open Phys Ed: 3-5 <i>Fitness Knowledge</i> Open Phys Ed: 3-5 <i>Plug & Play Fitness</i> Open Phys Ed: 3-5 <i>Ninja Warrior Skills</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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)

<p>Suggested Completion Date: 2/14/20</p>	<p>Unit: Health Related Fitness</p> <p>Unit Title: FitnessGram</p> <p>Suggested Equipment: -Fitnessgram Testing Kit</p>	<p>FitnessGram: <i>Test Administration Kit and Guide</i></p> <p>Open Phys Ed: 3-6 <i>Fitness Knowledge</i></p> <p>Open Phys Ed: 3-5 <i>Plug & Play Fitness</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Identify the components of health-related fitness (F. 34) ● Recognize FitnessGram assessment as a personal indicator of health related fitness (F. 35) ● List components of “choose my plate” (F.40) ● Recall healthy snacks eaten in the past week (F.40) ● 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 & reach and shoulder stretch (F. 17, F. 26, F. 27, F. 29, F. 30)
<p>Suggested Completion Date: 3/13/20</p>	<p>Unit: Lifelong Physical Activity Skills: Rhythms & Dance</p> <p>Unit Title examples: Rhythms & Dance, Cultural Dances, Rhythm Sticks, Jump Bands, Double Dutch, Aerobic Beats</p> <p>Suggested Equipment: *Rhythms & Dance unit from PE Lending Library *Aerobic Beats from PE Lending Library</p>	<p>SPARK: 3-6 <i>Dance</i></p> <p>SPARK: 3-6 <i>Movement Bands</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Perform several rhythmic patterns (M. 29, M. 30, LL. 14) ● Perform the sequence or pattern of a simple dance routine (M. 30, LL. 11, LL. 14) ● Name several types of music that are personally enjoyable (LL. 15) ● Demonstrate a willingness to participate in several rhythms and/or dance activities (PS.22, LL. 15) ● Identify the cultural significance of several rhythms and/or dance activities (LL. 15, LL. 17) ● Identify methods of participating in rhythms and/or dance activities outside of physical education (LL. 13) ● Identify at least one rhythms or dance activity as personally enjoyable (LL. 13, LL. 19) ● Demonstrate the attributes of a good partner or teammate in rhythms & dance activities (PS. 12)
<p>Second Marking Period Ends: 3/13/20</p> <p>Assessments During This Period: <i>FitnessGram assessments grades 4-12; SPARK Folio 3-5 assessments, Open Phys ed assessments</i></p>			

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THIRD TERM			
Dates	Unit Overview	District Endorsed Curricula 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: 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 <i>Hockey</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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: 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	SPARK: 3-6 <i>Softball</i> Open Phys Ed: 3-5 <i>Bat and Ball Games</i> Open Phys Ed: 3-5 <i>Pickleminton</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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 <i>Soccer</i> Open Phys Ed: 3-5 <i>Soccer Skills</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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)

	<p>Unit Title example: <i>Dribbling, Kicking & Trapping with the feet, Soccer skills</i></p> <p>Suggested Equipment: -Soccer balls -Cones -Goals</p>		<ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 6/17/20</p>	<p>Unit: Lifelong physical activity skills: Leisure & Self-Management</p> <p>Unit Title example: <i>Summer Leisure Activities, Yard and Park Games, Skating, Walking, Biking, Rowing, Frisbee Golf</i></p>	<p>Open Phys Ed: 3-5 Instant Activities</p> <p>SPARK: 3-6 Map Challenges</p> <p>SPARK: 3-6 Walk/Jog/Run</p> <p>BPS PE Learning Community: Elementary Pedestrian Safety</p> <p>Open Phys Ed: K-5 Field Day Games</p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Third Marking Period Ends: 6/19/20</p> <p>Assessments During This Period: <i>SPARK Folio 3-5 assessments, Open Phys ed assessments</i></p>			