



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 4

School: Township of Ocean Elementary Schools

Course: Comprehensive Health and Physical Education, Grade 4

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2006	Dave Enderly	Born Date
October 2012	Denise Palaia	Revisions
December 2017	Denise Palaia	Revisions
August 2018	Denise Palaia	Revisions
March 2019	Denise Palaia	Review
August 2022	Denise Palaia	Alignment to New Standards & Incorporate State Mandates

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Important Note about Health Education

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

Physical Education Concepts: Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

Health Concepts: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,

The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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Grade 4

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Movement Skills and Concepts	21	Physical Fitness
2	Movement Skills and Concepts	22	Physical Fitness
3	Movement Skills and Concepts	23	Physical Fitness
4	Movement Skills and Concepts	24	Physical Fitness
5	Movement Skills and Concepts	25	Physical Fitness
6	Movement Skills and Concepts	26	Physical Fitness
7	Movement Skills and Concepts	27	Physical Fitness
8	Movement Skills and Concepts	28	Physical Fitness
9	Movement Skills and Concepts	29	Physical Fitness
10	Movement Skills and Concepts	30	Physical Fitness
Week	Marking Period 2	Week	Marking Period 4
11	Movement Skills and Concepts	31	Health: Personal Safety
12	Movement Skills and Concepts	32	Health: Emotional Health
13	Movement Skills and Concepts	33	Health: Community Health Services
14	Movement Skills and Concepts	34	Lifelong Fitness
15	Movement Skills and Concepts	35	Lifelong Fitness
16	Physical Fitness	36	Lifelong Fitness
17	Physical Fitness	37	Lifelong Fitness
18	Physical Fitness	38	Lifelong Fitness
19	Physical Fitness	39	Lifelong Fitness

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20	Physical Fitness	40	Lifelong Fitness
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STATE MANDATES:

Diversity, Equity, and Inclusion:

6A:7-1.7 Equality in school and classroom practices (a) Each district board of education shall provide all students with equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Climate Change:

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

Personal Safety, Emotional Health, Community Health Services and Support:

<https://www.brainpop.com/health/personalhealth/>
<https://www.brainpop.com/health/emotions/>
<https://www.brainpop.com/health/mentalhealth/>
<https://www.brainpop.com/health/psychologyandbehavior/>

Movement Skills and Concepts, Physical Fitness, Lifelong Fitness:

<https://www.youtube.com/c/GoNoodle/videos>
<https://www.youtube.com/c/CosmicKidsYoga/videos>
<https://www.youtube.com/c/GETKIDSMOVING/videos>

Time Frame	15 weeks
Topic	
Movement Skills and Concept	
Alignment to Standards	
2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).	

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2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Learning Objectives and Activities

Students will...

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities).
- Correct movement in response to feedback from self and others.
- Effectively communicate and respect classmates by working as a team.
- Execute proper offense and defense techniques and strategies while participating in various sports/activities.
- Demonstrate the use of force and motion to impact the quality of movement.
- Evaluate the critical elements of a movement skill or skill combination and provide feedback.
- Discuss how practice, regular participation and appropriate feedback improve performance.

Learning Activities

- The ability to move safely, effectively and with confidence increases their likelihood of engaging in health enhancing forms of physical activity throughout life.

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- Participation in a wide range of developmentally appropriate games, sports and lifetime recreational activities will help students develop and maintain a healthy active lifestyle.
- Activities include: Soccer Skills, Floor Hockey Skills, Basketball Skills, (sideline and small half court games, volleyball (regulation size trainer ball) skills: bump, set, serve, spike 2 hit rule, Frisbee skills: throwing catching, flag football skills, throwing, catching, game rules, pass patterns, game rules.
- Fitness Concepts (aerobic flexibility, strength).
- Introduce individual and team sports/games: Capture the Football, Baseball, Basketball, and Kickball, Racquet sports.

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

Summative:

- Individual Growth Assessment on Locomotor Movements

Benchmark:

- MP1 and MP4

Alternative:

- Field Day
- Track Meet
- 4th Grade Celebration

Interdisciplinary Connections

ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Mathematics:

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Geometry 4G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

Technology Integration

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Career Education

Time Frame

15 weeks

Topic

Physical Fitness

Alignment to Standards

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g.,

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cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Learning Objectives and Activities

Students will...

- Identify the importance of being physically fit at any age.
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous activities.

Learning Activities

- Discuss the importance and impact of regular physical activity and exercise.
- Daily fitness logs that have each student record all their activities and duration for one week and share the results with the class.
- Have students view the video "Exercise" on BrainPop JR, which analyzes why exercise is important to our health.
- Seek feedback and suggestions from students on how they can be moderate to vigorously physically active outside of school.
- Sports based activities that integrate fitness through gameplay

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

Summative:

- Individual Growth Assessment on Locomotor Movements and physical skills

Benchmark:

- MP1 and MP4

Alternative:

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 4

- Field Day

Interdisciplinary Connections

Visual and Performing Arts:

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

ELA:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

Technology Integration

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Career Education

Time Frame

1 week

Topic

Personal Safety

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Alignment to Standards

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison, accident prevention).
2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors / touches.
2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.
2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.

Learning Objectives and Activities

Students will...

- Recognize the importance of first aid and when it needs to be used.
- Understand why protective equipment needs to be worn while riding bikes and also the importance of following the rules of the road.
- Generate a list of rules for being a good digital citizen while using the internet.
- Create a fire safety plan at home.
- Recognize the importance of water safety and why it needs to be practiced.

Learning Activities

- List reasons when we need to use first aid and call 911.
- Identify street signs and what they mean.
- Create a list of ways to be a good digital citizen.
- Create a household fire safety plan including multiple escape routes, a meeting point and safety precautions like fire alarms, extinguishers and escape ladders if needed. Create a list of ways to be safe around all water including lakes, pools and the ocean.

Assessments

Formative:

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

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Summative:

- Rubrics of skills and knowledge of diverse personal safety aspects

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

English Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 4

Time Frame	1 week
Topic	
Emotional Health	
Alignment to Standards	
2.1.4.E.1: Compare and contrast how individuals and families attempt to address basic human needs. 2.1.4.E.2: Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. 2.1.4.E.3: Determine ways to cope with rejection, loss, and separation. 2.1.4.E.4: Summarize the causes of stress and explain ways to deal with stressful situations. 2.1.6.E.1: Examine how personal assets and protective factors support healthy social and emotional development. 2.1.6.E.2: Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.3: Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	
Learning Objectives and Activities	
Students will... • Apply an emotion/feeling to a scenario and explain why they are feeling that specific emotion. • Recognize various emotions and demonstrate sympathy and empathy. • Describe and demonstrate appropriate ways to express wants, needs, and emotions. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflict. • Develop self-esteem and tolerance to be able to cope with different types of people is beneficial when handling a conflict. • Understand how feelings/emotions are different for everyone and caused by various situations. • Identify trusted adults can help us make difficult decisions or when reporting a bully.	
Learning Activities	

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- Discuss various emotions and what type of situation may have caused it.
- Discuss different emotional scenarios and how one can make it more positive vs negative in small groups for feedback from all groups.
- T-chart of appropriate/inappropriate behavior.
- Personal journaling.

Assessments

Formative:

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

Summative:

- Rubric of skills and knowledge of Emotional Health

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

Social Studies:

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Career Readiness, Life Literacies, and Key Skills

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

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9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Career Education

Time Frame

1 week

Topic

Community Health Services and Support

Alignment to Standards

2.2.P.E.: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

2.2.4.E.1: Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4.E.2: Explain when and how to seek help when experiencing a health problem.

Learning Objectives and Activities

Students will...

- Identify personal health care needs and wants and take the proper steps towards achieving them.
- Know how to locate health professionals at home, in school, and in the community assists in addressing health emergencies and obtaining reliable information. Understand and recognize different types of health related concerns and how to prevent and deal with them.

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- Access and evaluate health information, products and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognize risk factors and applying risk reducing strategies can prevent health consequences.
- Communicate health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

Learning Activities

- Set a specific personal health care goal(s) and track the progress of that goal(s) along the way.
- Discuss and emphasize trusted adults and professionals that can help address personal health care needs at home, school, and community.
- Students will identify different types of health concerns and list appropriate resources to aid and support such issues.

Assessments

Formative:

- Participation in guided discussion
- Teacher Observation
- Small group activities and presentations

Summative:

- Rubric of skills and knowledge

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

English Language Arts:

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science:

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

Technology Integration

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Education

Time Frame	7 weeks
Topic	
Lifelong Fitness	
Alignment to Standards	
2.2.5.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.	
2.2.5.LF.2: Perform movement skills that involve controlling and adapting posture and	

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balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.5.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.LF.4: Identify physical activities available outside of school that are in the community.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Learning Objectives and Activities

Students will...

- Perform movement skills in a correct manner.
- Demonstrate and understand basic movements relating to balance, agility and control. Identify physical activities that are available outside of school and in the community. Apply a learned skill to another movement.
- Use visual and verbal cues to improve performance during a physical activity.
- Employ the principles of space, effort, and relationships to modify movement.
- Discuss how practice, regular participation, and appropriate feedback improve performance.
- Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.

Learning Activities

- Discuss the importance of feelings and emotions involved in movement and physical activities.
- How to appropriately express feelings and emotions during physical activity and movement.
- Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields.
- Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot. Introduce stretching, breathing, mindfulness and basic yoga movements.
- Determine a health/ fitness goal and complete steps to achieve it.
- Give examples of activities outside of the school community (YMCA, recreational programs, etc.).

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- Allow students time at the end of class to have a choice equipment to figure out likes and dislikes.

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

Summative:

- Individual Growth Assessment on Locomotor Movements and Physical Skills

Benchmark:

- MP1 and MP4

Alternative:

- 4th Grade Celebration
- 4th Grade Track Meet

Interdisciplinary Connections

English Language Arts:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Mathematics:

4.OAC. Generate and analyze patterns. 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

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9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

Technology Integration

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Career Education

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

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Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 4

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Home of the Spartans!
#spartanlegacy

