

Ganado Unified School District

(SPARK/K-5TH Grade)

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1stQTR. SPARK: Recreational Power Walking and Jogging pages 1-9</p> <p>SPARK: All Run Kickball and Games pages 1-3</p>	<p>Grade: K-2 S3C1PO 1. Participate in instructionally -appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes S3C1PO2. Engage in moderate to Vigorous physical activity on an intermittent basis in physical education classes</p> <p>Grade 3-5 S3C1PO 1. Engage in instructionally -appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes PO 2. Engage in a balance of health -and skill-related activities during structured physical education classes</p>	<p>DOK 2: Summarize a balance of health and skill related activity in SPARKS. DOK 4: What would happen if we are all engage in an activity?</p>	<p>KFO'S: I can participate in 50 % of structured physical activity. KFO'S: I can engage in a balance of health and skill related activity in SPARKS</p>	<p>Participate Participation Activity Engage Balance Health</p>
<p>1st QTR. SPARK: Recreational Power Walking and Jogging pages 1-9</p>	<p>Grade K-2 S3C2PO1. Participate in a variety of physical activities outside the structured physical education program</p> <p>Grade 3-5 S2C2PO1. Participate regularly in</p>	<p>DOK 4: What information can you gather to support you participated a healthy lifestyle at home? DOK 3: Explain</p>	<p>KFO'S: I can participate in a variety of physical activities beside school. KFO'S: I can develop a healthy lifestyle a home and school</p>	<p>Variety Develops Healthy Lifestyle</p>

	physical activity that develops a healthy lifestyle	variety of physical activities you do home		
<p>SPARK: Orientation Lesson page 1-16</p> <p>SPARK: Run to the Border page 1-6</p> <p>SPARK: Teacher Led Exercises page 1-7</p>	<p>K-2</p> <p>S5C1PO1. Follows directions given in class</p> <p>S5C1PO2. Demonstrates safe use of equipment during all class activities</p> <p>S5C1PO3. Follows safety protocols during physical activity</p> <p>S5C1PO4. Reports the results of practice and participation honestly</p> <p>S5C1PO5. Works independently while exploring movement tasks</p> <p>S5C1PO6. Uses practice time wisely and appropriately</p> <p>Grade 3-5</p> <p>S5CPO1. Act in a safe manner during physical activity</p> <p>S5C1PO2. Follows safety protocols during physical activity</p> <p>S5C1PO3. Remains on task while working independently</p> <p>S5C1PO4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>S5C1PO5. Assess and take responsibility for his or her own behavior</p>	<p>DOK 3: Can you elaborate on the reason why we follow direction?</p> <p>DOK 3: What are some of the ways you can demonstrate following directions?</p> <p>DOK 4: Explain the Importance to work independently by exploring various movement tasks</p>	<p>KFO'S: I can follow direction and demonstrate safety protocols during physical activity</p> <p>KFO'S: I can be able to work independently while exploring movement task.</p>	<p>Direction</p> <p>Demonstrates</p> <p>Safety</p> <p>Protocols</p> <p>Results</p> <p>Independently</p> <p>Honestly</p> <p>Movement</p> <p>Exploring</p> <p>Practice</p> <p>Time</p> <p>Manner</p> <p>Rule</p>
<p>1 QTR.</p> <p>SPARK: Orientation Lesson page 1-16</p>	<p>Grade K-2</p> <p>S5C2PO1. Works in a diverse group setting without interfering with others</p> <p>S5C2PO2. Accepts all classmates without regard to personal differences</p> <p>S5C2PO3. Demonstrate the elements of</p>	<p>DOK 4: What can you observe by working in a diverse group?</p> <p>DOK 3: How did you know you showed</p>	<p>KFO'S: I can work in a diverse group setting without interfering with others.</p> <p>KFO'S: I can show compassion for others by helping them and taking turns willingly.</p>	<p>Diverse Group</p> <p>Interfering</p> <p>Difference</p> <p>Classmate</p> <p>Refrain</p> <p>Encourage</p>

<p>SPARK: Parachute pages 1-8 SPARK: Aerobic Games pages 1-8 SPARK: All Run Kickball & Games pages 1-8</p>	<p>socially acceptable conflict resolution during class activity S5C2PO4. Shows compassion for others by helping them S5C2PO5. Takes turns willingly with others.</p> <p>Grade 3-5 S5C2PO 1. Work cooperatively with a partner, small group, or class S5C2PO2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance S5C2PO3. Resolve conflicts in a socially acceptable manner S5C2PO4. Participate in establishing rules and procedures that are safe and effective for specific activities S5C2PO5. Encourage others and refrain from put-down statements</p>	<p>compassion for others? DOK1: Did you resolve conflicts with your peers during class activity</p> <p>DOK 3: Design a poster of ways to resolving conflicts with your peers. DOK 4: Elaborate Reasons we refrain From put-down statements to others.</p>	<p>KFO'S: I will demonstrate respect and caring for peers through verbal and non-verbal encouragements. KFO'S: I can use positive comments to encourage other and refrain from put-downs.</p>	<p>Put-Down</p>
<p>2NDQTR. SPARK: Gymnastics pages 1-15 SPARK: Organization & Classroom Management page 1-14</p>	<p>Grade K-2: S1C1PO 1. Demonstrate locomotor Skills with age-appropriate ability S1C1PO 2. Demonstrate a variety of non-locomotor skills</p> <p>Grade 3-5 S1C1PO 1. Demonstrate locomotor movements within game and modified sport activities S1C1PO 2. Demonstrate nonlocomotor movements within game and modified sport activities</p>	<p>DOK 3: Describe the relationship between Locomotor or skill in Variety sport activities? DOK 3: What conclusion did you draw out from your loco motor skill test?</p>	<p>KFO'S: I can demonstrate locomotor skill within games or modified sport activities</p>	<p>Identifies Body Parts</p>
<p>2nd QTR</p>	<p>Grade K-2: S2C1PO 1. Identifies correct body planes S2C1PO 2. Identifies various body</p>	<p>DOK1: Show and name various body parts and planes. DOK 1: List various</p>	<p>KFO'S: I can identify the correct body planes and various body parts.</p>	<p>Identifies Body Parts</p>

	<p>parts</p> <p>S2C1PO 3. Demonstrate corrections to movement errors in response to instructional feedback</p> <p>S2C1PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills</p> <p>Grade 3-5:</p> <p>S2C1PO1. Describe similarities and differences of a few fundamental skills</p> <p>S2C1PO2. Describe correct form when performing physical fitness activity</p>	<p>body part and their functions.</p> <p>DOK2: Distinguish similarities and difference of a few fundamental skills.</p> <p>DOK 2: Show the correct form of performing PF activities</p>		
2 nd Qtr.	<p>S2C2PO</p> <p>10. Identify a stress relieving physical activity that is personally effective</p> <p>S2C2PO</p> <p>11. Analyze sun safe practice</p>	<p>DOK 2: What are some of the cause/effect of the su</p>	<p>KFO's: I can practice sun safety</p>	<p>Sun Safe</p>
<p>2nd QTR.</p> <p>SPARK:</p> <p>Cooperative Games</p> <p>pages 1-10</p>	<p>Grade K-2</p> <p>S1C1PO3. Perform movement concepts in physical activity. Spatial awareness: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging• Body awareness: shapes, balance, body weight transfer, flight Qualities of movement: time, speed, force, flow• Relationships: among body parts, objects and people</p> <p>Grade 3-5</p> <p>S1C1PO3. Apply concepts of spatial awareness in physical activities</p>	<p>DOK 1: List the concept of what spatial awareness means.</p> <p>DOK 2: How to balance on one foot.</p> <p>DOK 3: Show me your body weight transfer to the other leg.</p>	<p>KFO's: I can distinguish my body awareness movements while be aware of my spatial awareness.</p> <p>KFO'S: I can flee in one pathway at a certain speed</p>	<p>Movement Pathways</p> <p>Planes</p> <p>Fleeing</p> <p>Shape</p> <p>Balance</p> <p>Movement</p> <p>Speed</p>
2 nd QTR.	<p>Grade 3-5</p> <p>S1C1PO5. Apply the skills of chasing,</p>	<p>DOK 1: What is chasing, fleeing and</p>	<p>KFO'S: I can chase, fleeing and evading my peers in a game</p>	<p>Chasing</p> <p>Avoid</p>

SPARK: Cooperative Games pages 1-10	fleeing, and evading to avoid others in a game situation S1C1PO6. Perform a variety of manipulative skills at an age appropriate level	evading?	situations.	Game Situation Fleeing Evading
3rd QTR. SPARK: Gymnastics pages 1-16	Grade K-2 S1C1PO4. Demonstrate a variety of manipulative skills. Grade 3-5 S1C1PO4. Balance and transfer of weight on a variety of objectives	DOK 2: What are the steps needed to balance and transfer weight on a variety of objects?	KFO'S: I will be able to demonstrate balance and transfer weight on a variety of object	Skills Balance Transfer
3 rd QTR. SPARK Aerobic Dance pages 1-5	Grade K-2 S1C2PO1. Demonstrate movement skills to a rhythm Grade 3-5 S1C2PO1. Perform a sequence of movement skills to a rhythm	DOK 3: How is the sound of the music is related to beats of the rhythm sticks? DOK 2: How would you adapt ribbons to create different of body movements?	KFO'S: I will perform a sequence of movement to a rhythm	Movement Rhythm Sequence
3 rd QTR. SPARK: Soccer pages 1-11 SPARK: pages 1-7	Grade K-2 S1C3PO1. Demonstrate a variety of developmentally appropriate specialized movement skills Grade 3-5 S1C3PO1. Dribble and pass a variety of objects around stationary objects	DOK 2: How do you pass to stationary object? DOK 1: Tell me how do you dribble around the cones?	KFO'S: I will dribble and pass a variety of objects to stationary objects.	Dribbles Stationary
3rdQTR. SPARK: Basketball 1-15 SPARK: Volleyball page 1-13 SPARK: Softball	Grade K-2 S1C3PO2. Integrate a skill to the demands of a modified, small-sided game situation Grade 3-5 S1C3PO2. Dribble and pass to a	DOK 2: What do you notice about passing to a moving target? DOK 2: How would you estimate how far to	KFO'S: I can dribble and pass a ball to a moving target or partner. KFO'S: I can play offensive and defensive strategies in game situations. KFO'S: I can play small-sided games with my peers	Pass Target Partner Hands Feet

pages 1--8	<p>moving target or partner (hands and feet)</p> <p>S1C3PO3. Apply offensive and defensive strategies in game situations</p> <p>S1C3PO4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that students</p>	<p>throw the ball to a moving a target</p>		
<p>3rd QTR.</p> <p>SPARK: Astronaut Drills pages 1-11</p> <p>SPARK: Track & Field pages 1-10</p>	<p>Grade K-2</p> <p>S6C1PO1. Identify several physical activities that are enjoyable</p> <p>S6C1PO2. Exhibit both verbal and non-verbal expressions of enjoyment</p> <p>S6C1PO3. Participates in new skills and movement activities</p> <p>S6C1PO4. Continue to participate when not successful.</p> <p>S6C1PO5. Express positive feelings on progress made while learning a new movement skill</p> <p>Grade 3-5</p> <p>S6C1PO1. Identify at least one enjoyable activity in which he/she regularly participates</p> <p>S6C1PO2. Identify positive feelings associated with participation in physical activities</p> <p>S6C1PO3: Actively participate in group physical activities</p> <p>S6C1PO4. Select and practice a skill on which development is needed</p> <p>S6C1PO5. Participates in a broadened and challenging array of physical activities</p>	<p>DOK 1: Can you identify several physical activities you enjoy?</p> <p>DOK 4: Write a research paper on your favorite physical activity</p> <p>DOK 4: What information can you gather to support your feelings with a physical activity</p>	<p>KFO: I can explain my favorite physical activity to my peers.</p> <p>KFO'S: I can identify at least one enjoyable activity I participate regularly</p> <p>KFO'S: I can demonstrate physical activities by broadened and challenge myself</p>	<p>Enjoyable</p> <p>Verbal</p> <p>Non-Verbal</p> <p>Expression</p> <p>Participation</p>
<p>3rd QTR.</p> <p>SPARK: Warm Up</p>	<p>Grade K-2</p>	<p>DOK 3: Justify at least</p>	<p>KFO'S: I can document at least 60</p>	<p>Vigorous</p>

<p>and Cool Down pages: 1-3</p> <p>SPARK: Aerobic Games pages 1-8</p>	<p>S3C2PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical education classes S3C2PO3. Accumulate at least 60 minutes of physical activity daily, or on most days</p> <p>Grade 3-5 S3C2PO2. Participate in a variety of moderate to vigorous games, activities, or dance sequences S3C2PO3. Accumulate 60 minutes per day of moderate activity on all or most days of the week S3C2PO4. Demonstrate an active lifestyle through documentation of daily activity</p>	<p>60 minutes of active lifestyle through documentation of daily activity. DOK 3: Compile a list of physical activity outside SPARK class.</p>	<p>minutes of physical activity daily. KFO'S: I can participate in a variety of moderate games activity.</p>	<p>Minutes Daily Days Health-related Fitness Warm-up</p>
<p>4thQTR. SPARK: Jump Rope Continuity Drills page 1-8</p>	<p>Grade K-2 S2C2PO 1. Identify the effects that physical activity has on the body S2CCPO 2. List and define the components of health-related fitness S2C2PO 3. Demonstrate exercises that can improve each component of health-related fitness S22PO 4. Define physical fitness</p> <p>Grade 3-5 S2C2PO1. List physiological indicators of exercise S2C2PO 2. Identify and explain the importance of the following: warm-up, cool-down, FITT principle S2C2PO 3. Identify examples of moderate and vigorous physical activity S2C2PO4. List and define the</p>	<p>DOK 1: Describe the effects physical activity has on the body. DOK 2: List and define the components of health-related fitness. DOK 2: Define physical fitness. DOK 1: List the components of health-related physical fitness</p>	<p>KFO'S: I can list and define the components of health-related fitness. KFO'S: I can demonstrate exercises that I can improve in each component of health-related fitness. KFO'S: I can identify the effect that physical activity has on the body.</p>	<p>Health-related fitness Body Effects Improve Physiological Indicators FITT principle</p>

	components of health-related physical			
<p>4th QTR. Fun and Fitness Circuits pages 1-31</p> <p>SPARK: Astronaut Drills 1-11</p>	<p>Grade K-2 S2C2PO5. Identify warm-up and cool-down activities in relation to physical activities S2C2PO 6. Recognize the relationship between physical activity and the activity pyramid S2C2PO 7. Recognize that different types of exercise achieve different types of fitness S2C2PO 8. Explains that appropriate practice improves performance S2C2PO 9. Identify sun safe practices</p> <p>Grade 3-5 S2C2PO 5. Demonstrate exercises that can improve each component of health-related fitness S2C2PO 6. Name and locate large muscle groups S2C2PO7. Demonstrate ability to find heart rate S2C2PO 8. Explain how to balance food intake with physical activity S2C2PO 9. Explain how practice influences performance</p>	<p>DOK 3: Explain how to warm-up and cool-down your body. DOK 2: Explain the relationship between physical activity and the activity pyramid. DOK 4: Prove why sun safety practices are important. DOK 2: Find your heart rate. DOK 3: Explain how to balance food intake with physical activity</p>	<p>KFO'S: I can identify warm-up and cool-down activities in relation to physical activities. KFO'S: I can recognize the relationship between physical activity and the activity pyramid. KFO'S: I can identify sun safe practices with my peers</p>	<p>Warm-up Cool-down Sun Safe Balance Food Muscle</p>
<p>4thQTR. SPARK: Cooperative Games pages 1-16</p>	<p>Grade K-2 S2C3PO 1. Move to the open space</p> <p>Grade 3-5 S2C3PO 1. Explain a strategy for a game play S2C3PO 2. Identify a tactic that improves game performance S2C3PO 3. Apply a tactics that improves game performance</p>	<p>DOK 3: Explain a strategy for a game played. DOK 1: List tactics that improves game performances.</p>	<p>KFO'S: I can explain a strategy for a game play. KFO'S: I can identify a tactic that improves game performance</p>	<p>Strategy Tactic Game</p>

<p>4th QTR. SPARK: Strength and Conditioning Exercises pages 1-4</p> <p>SPARK: Jump Rope pages 1-10</p> <p>SPARK: Personal Best Day pages 1-6</p> <p>SPARK: Gymnastics pages 1-16</p>	<p>Grade K-2 In grades K-2, fitness testing is not considered developmentally appropriate and therefore should not be employed with children in these grades. S4C1PO 1. Demonstrate sufficient muscular strength to be able to bear body weight S4C1PO 2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health -related components of fitness S4C1PO 3. Participate in a variety of games and activities that increase breathing and heart rate S4C1PO 4. Recognize that health -related physical fitness consists of several different components</p> <p>Grade 3-5 In grades 3 and 4, the focus of fitness assessment is on learning the process of self-assessment. At grade 5, this becomes an exit outcome. S4C1PO 1. Perform a nationally-recognized, criterion-referenced, health -related fitness assessment, that includes aerobic fitness, muscular strength muscular endurance, flexibility and body composition S4C1PO 2. Evaluate personal fitness and practice goal setting with the aid of the teacher S4C1PO 3. Participate in a variety of fitness activities designed to enhance personal fitness</p>	<p>DOK 3: Explain a strategy for a game played. DOK 1: List tactics that improves game performances.</p>	<p>KFO'S: I can demonstrate adequate muscular strength to be able to bear body weight. KFO'S: I can participate in a variety of games and activities that increase breathing and heart rate</p>	<p>Muscular Strength Body weight Increase Breathing</p>
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4 th QTR. SPARK: Obstacle Course pages 1-3	Grade K-2 PO 5. Demonstrate a variety of modified exercises for each health -related component of fitness	DOK 1: List a variety of exercise for each health related fitness	KFO'S: I can demonstrate a variety of exercise for each health related component.	Modified Fitness Component
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