

# Ganado Unified School District #20 (SPARK/KDG-2nd)

## PACING Guide SY 2021-2022

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>First Quarter</b>				
<p>SPARK: Recreational Power Walking and Jogging pages 1-9</p> <p>SPARK Games: Pages 1 Cookie Monster Tag SPARK Games: Page 3 Crazy Cones SPARK Games: Page 5 Color Tag</p> <p>SPARK Games: Page 3 Crazy cones SPARK games:</p>	<p><b>Grade: K-2</b> S3C1PO1. Participate in instructionally -appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes</p> <p>S3C1PO2. Engage in moderate to vigorous physical activity on an intermittent basis in physical education classes</p> <p><b>Grade 3-5</b> S3C1PO1. Engage in instructionally -appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes</p> <p>S3C1PO2. Engage in a balance of health -and skill -related activities</p>	<p>DOK 2: Summarize a balance of health and skill related activity in SPARKS.</p> <p>DOK 4: What would happen if we are all engage in an activity?</p> <p>DOK 4: What Information can you gather to support you participated a healthy lifestyle at home?</p> <p>DOK 3: Explain variety of physical activities you do home</p>	<p>50% of the students will participate in structured physical activity.</p> <p>Students will balance health and skill related activities in SPARK</p> <p>Students will work in a diverse group without interfering with others.</p> <p>Students will show compassion for others by helping them and taking turns willing.</p> <p>Students can develop a healthy lifestyle at home and school.</p>	<p>Participate Participation Activity Engage Balance Health Diverse Group Interfering Difference Classmate Refrain Encourage Put-Down Direction Demonstrates Safety Protocols Results Independently Honestly Movement Exploring Practice</p>

Page 5 Color Tag	during structured physical education classes	DOK 3: Can you elaborate on the reason why we follow direction? DOK 3: What are some of the ways you can demonstrate following directions?	Students can follow directions and demonstrate safety protocols during physical activity	Time Manner Rule Diverse Group Interfering Difference Classmate Refrain
Orientation Lesson page 1-16	<b>Grade K-2</b> S3C2PO1. Participate in a variety of physical activities outside the structured physical education program	DOK 4: Explain the Importance to work independently by exploring various movement tasks	Students will be able to work independently while exploring a movement task.	
SPARK: Run to the Border page 1-6	<b>Grade 3-5</b> S2C2PO1. Participate regularly in physical activity that develops a healthy lifestyle.	DOK 3: Can you elaborate on the reason why we follow direction?	Students can follow directions and demonstrate safety protocols during physical activity	Encourage Put-Down Dribble Maze Cones Obstacles Trap Tunnel
Lesson page 1-16	<b>Grade K-2</b> S5C1PO1. Follows directions given in class	DOK 3: Can you elaborate on the reason why we follow direction? DOK 3: What are some of the ways you can demonstrate following directions? DOK 4: Explain the Importance to work independently by exploring various movement tasks	KFO'S: Students will be able to work independently while exploring a movement task.	
	S5C1PO2. Demonstrates safe use of equipment during all class activities	DOK 3: What are some of the ways you can demonstrate following directions? DOK 4: Explain the Importance to work independently by exploring various movement tasks	Students can work in a diverse group setting without interfering with others.	
	S5C1PO3. Follows safety protocols during physical activity	DOK 4: Explain the Importance to work independently by exploring various movement tasks	Students can show compassion for others by helping them and taking turns willingly.	
	S5C1PO4. Reports the results of practice and participation honestly	DOK 4: What can you observe by working in a diverse group?	Students will demonstrate respect and caring for peers through verbal and non-verbal encouragements.	
	S5C1PO5. Works independently while exploring movement tasks	DOK 3: How did you know	Students can use positive comments to encourage	
	S5C1PO6. Uses practice time wisely and appropriately			

**Grade 3-5**

S5CPO1. Act in a safe manner during physical activity

you showed compassion for others?

others and refrain from put-downs.

S5C1PO2. Follows safety protocols during physical activity

DOK1: Did you resolve conflicts with your peers during class activity

S5C1PO3. Remains on task while working independently

DOK 3: Design a poster of ways to resolving conflicts with your peers.

S5C1PO4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others

DOK 4: Elaborate Reasons we refrain From put-down statements to others

S5C1PO5. Assess and take responsibility for his or her own behavior

**Grade K-2**

S5C1PO1. Follows directions given in class

S5C1PO2. Demonstrates safe use of equipment during all class activities

S5C1PO3. Follows safety protocols during physical activity

S5C1PO4. Reports the results of practice and participation honestly

S5C1PO5. Works independently while exploring movement tasks

S5C1PO6. Uses practice time wisely and appropriately

### Grade 3-5

S5CPO1. Act in a safe manner during physical activity

S5C1PO2. Follows safety protocols during physical activity

S5C1PO3. Remains on task while working independently

S5C1PO4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others

S5C1PO5. Assess and take responsibility for his or her own behavior

### Grade K-2

S5C2PO1. Works in a diverse group setting without interfering with others

S5C2PO2. Accepts all classmates without regard to personal differences

S5C2PO3. Demonstrate the elements of



socially acceptable conflict resolution during class activity

S5C2PO4. Shows compassion for others by helping them

S5C2PO5. Takes turns willingly with others.

**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



**Second Quarter**

SPARK:  
Pages 1-36  
Kicking and  
Trapping

**Grade K-2**

S1C1PO1. Demonstrate locomotor skills with age-appropriate ability  
S1C1PO 2. Demonstrate a variety of non-locomotor skills

DOK 3: Describe the relationship between Locomotor or skill in a variety of sport activities.  
DOK 3: What conclusion

Students can demonstrate locomotor skill within games or modified sport activities  
Students can demonstrate

Identifies Body Parts  
Identifies Body

Pages 1-36 Kicking and Trapping	<b>Grade 3-5</b> S1C1PO 1. Demonstrate locomotors movements within game and modified sport activities	did you draw out from your loco motor skill test?  DOK 3: Describe the relationship between Locomotors or skill in Variety sport activities?	locomotors skill within games or modified sport activities  Student can identify the correct body planes and various body parts	Parts Identifies Body Parts Sun Safe Movement Pathways Planes Fleeing
SPARK Games Pages 7 Squirrels in the Tree	S1C1PO2. Demonstrate non-locomotors movements within game and modified sport activities	DOK 3: What conclusion did you draw out from your loco motor skill test?	Student can practice sun safety	Shape Balance Movement Speed Chasing Avoid Game Situation Fleeing Evading
SPARK Games Page 9 Stuck in the MuD	<b>Grade K-2</b> S1C1PO 1. Demonstrate locomotors Skills with age-appropriate ability	DOK1: Show and name various body parts and planes.	Student can distinguish body awareness movements while being aware of special awareness.	
SPARK: Dance Page 1 Bunny Hop Page 3 The Mexican Hat Dance Page 5 Hokey Pokey	S1C1PO 2. Demonstrate a variety of non-locomotors skills Grade 3-5  S1C1PO 1. Demonstrate locomotors movements within game and modified sport activities	DOK 1: List various body part and their functions.  DOK2: Distinguish similarities and difference of a few fundamental skills.	Student can flee in one pathway at a certain speed  I can chase, flee and evade my peers in a game situation.	
2nd QTR. SPARK Games Page 9 Stuck in the Mud Page 11 Catch and Chase	S1C1PO2. Demonstrate non-locomotor movements within game and modified sport activities  <b>Grade K-2</b> S2C1PO 1. Identifies correct body planes  S2C1PO 2. Identifies various body parts S2C1PO 3. Demonstrate corrections to movement errors in response to	DOK 2: Show the correct form of performing PF activities  DOK 2: What are some of the cause/effect of the sun?  DOK 1: List the concept of what spatial awareness means.		

instructional feedback

S2C1PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills

**Grade 3-5**

S2C1PO1. Describe similarities and differences of a few fundamental skills

S2C1PO2. Describe correct form when performing physical fitness activity

S2C2PO10. Identify a stress relieving physical activity that is personally effective

S2C2PO11. Analyze sun safe practice

**Grade K-2**

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

DOK 2: How to balance on one foot.

DOK 3: Show me your body weight transfer to the other leg

DOK 1: What is chasing, fleeing and evading?



and people

**Grade 3-5**

S1C1PO3. Apply concepts of spatial awareness in physical activities

**Grade 3-5**

S1C1PO5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation

S1C1PO6. Perform a variety of manipulative skills at an age appropriate level

**Third Quarter**

SPARK Dance  
Page 7 The Conga  
Page 9 Seven Jumps  
Page 11 Muffin Man  
Page 13 The Shoe Maker

Demonstrate a variety of manipulative skills

**Grade 3-5**

S1C1PO4. Balance and transfer of weight on a variety of objectives

DOK2: What are the steps needed to balance and transfer weight on a variety of objects?

Students will be able to demonstrate balance and transfer weight on a variety of objects

Skills  
Balance  
Transfer  
Movement  
Rhythm

Aerobic  
Dance pages 1-5

**Grade K-2**

S1C2PO1. Demonstrate movement skills to a rhythm

DOK 3: How is the sound of the music is related to beats of the rhythm sticks?

Students will perform a sequence of movement to a rhythm

Sequence  
Dribbles  
Stationary  
Pass

SPARK: Soccer  
pages 1-11  
SPARK: pages 1-7  
SPARK:  
Basketball 1-15

**Grade 3-5**

S1C2PO1. Perform a sequence of movement skills to a rhythm

DOK 2: How would you adapt ribbons to create different of body movements?

Students will dribble and pass a variety of objects to stationary objects.

Target  
Partner  
Hands  
Feet

**Grade K-2**

DOK 2: How do you pass to stationary object?

Students will dribble and pass a ball to a moving target or partner.

Vigorous  
Minutes  
Daily

SPARK:

DOK 1: Tell me how do you

Days

Volleyball page 1-13	S1C3PO1. Demonstrate a variety of developmentally appropriate specialized movement skills	dribble around the cones?	Student can play offensive and defensive strategies in game situations.	Health-related Fitness
SPARK: Softball pages 1—8	S3C2PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical	DOK 2: What do you Notice about passing to a moving target?	Student can play small-sided games with peers	Warm-up Enjoyable Verbal Non-Verbal
SPARK Recess Activity Page 1 Corn Toss Page 3 Monkey in the Middle Page 5 Spud Page 7 Hopscotch Page 9 2-Squares	<b>Grade 3-5</b> S1C3PO1. Dribble and pass a variety of objects around stationary objects	DOK 2: How would you estimate how far to throw the ball to a moving a target	Student can document at least 60 minutes of physical activity daily.	Expression Participation Vigorous Minutes Daily
	<b>Grade K-2</b> S1C3PO2. Integrate a skill to the demands of a modified, small-sided game situation	DOK 3: Justify at least 60 minutes of active lifestyle through documentation of daily activity.	Student can participate in a variety of moderate games activity.	Days Health-related Fitness Warm-up
	<b>Grade 3-5</b> S1C3PO2. Dribble and pass to a moving target or partner (hands and feet)	DOK 3: Compile a list of physical activity outside SPARK class.	Students can explain their favorite physical activity to their peers.	
	S1C3PO3. Apply offensive and defensive strategies in game situations	DOK 1: Can you identify several physical activities you enjoy?	Students can identify at least one enjoyable activity they participate in regularly	
	S1C3PO4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that students.	DOK 4: Write a research paper on your favorite physical activity	Student can demonstrate physical activities by broadened and challenge myself	
	<b>Grade K-2</b> S6C1PO1. Identify several physical activities that are enjoyable	DOK 4: What information can you gather to support your feelings with a physical activity	Students will document at least 60 minutes of physical activity daily.	

S6C1PO2. Exhibit both verbal and non-verbal expressions of enjoyment

S6C1PO3. Participates in new skills and movement activities

S6C1PO4. Continue to participate when not successful.

S6C1PO5. Express positive feelings on progress made while learning a new movement skill

**Grade 3-5**

S6C1PO1. Identify at least one enjoyable activity in which he/she regularly participates

S6C1PO2. Identify positive feelings associated with participation in physical activities

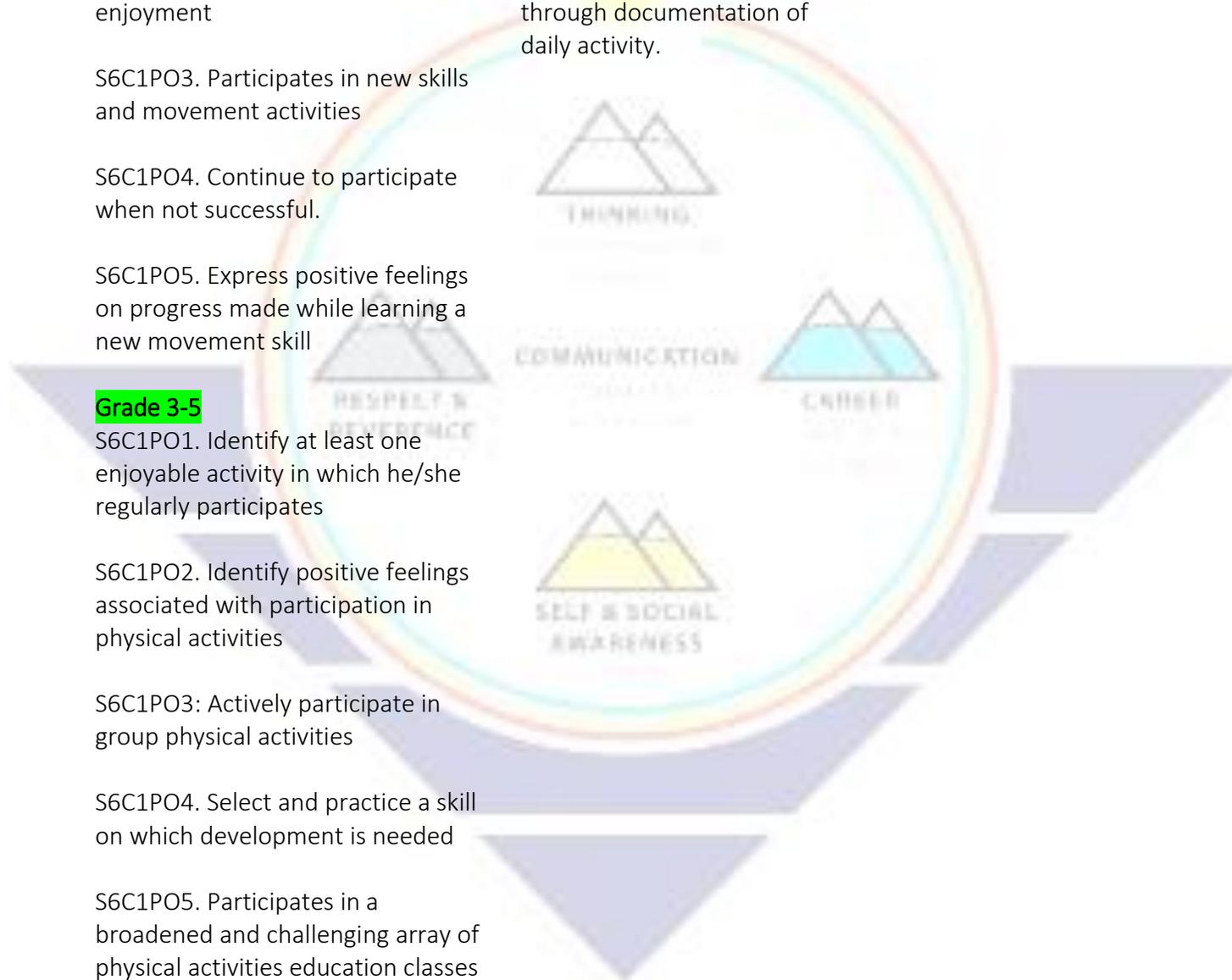
S6C1PO3: Actively participate in group physical activities

S6C1PO4. Select and practice a skill on which development is needed

S6C1PO5. Participates in a broadened and challenging array of physical activities education classes

DOK 3: Justify at least 60 minutes of active lifestyle through documentation of daily activity.

Students will participate in a variety of moderate game activities.



S3C2PO3. Accumulate at least 60 minutes of physical activity daily, or on most days

**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 activities

**Fourth Quarter**

SPARK: Balance, Stunts and Tumbling  
Page 5 Animal Balancing Act  
Page 7 Basic Body Positions  
  
SPARK  
Page 11 Catch and Chase  
Page 13 Sugar and Fat Tag  
Page 15 Houdini Hoops  
Page 16 Catch a Tail  
Page 19 Frog Crossing

**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

DOK 1: List a variety of exercise for each health related fitness

Students will list and define the components of health-related fitness.

Student will demonstrate exercises that can improve each component of health-related fitness.

Students will identify the effect that physical activity has on the body.

Students will identify warm-up and cool-down activities in relation to physical activities.

Health-related fitness  
Body  
Effects  
Improve  
Physiological  
Indicators  
FITT principle  
Warm-up  
Cool-down  
Sun  
Safe  
Balance  
Food  
Muscle  
Strategy  
Tactic

<p>SPARK: Jump Page 1 Jumping and Landing Patterns Page 5 Jump for Distance</p>	<p><b>Grade 3-5</b></p>	<p>S2C2PO1. List physiological indicators of exercise</p>	<p>Students will recognize the relationship between physical activity and the activity pyramid.</p>	<p>Game Muscular Strength Body weight Increase Breathing</p>
<p>Page 11 Jumping Rhythmically Page 13 Long Rope Turning in Paris</p>		<p>S2C2PO 2. Identify and explain the importance of the following: warm-up, cool-down, FITT principle</p>	<p>Students will identify sun safe practices with my peers</p>	<p>Modified Fitness</p>
<p>SPARK: Strength and Conditioning Exercises pages 1-4</p>		<p>S2C2PO 3. Identify examples of moderate and vigorous physical activity</p>	<p>Students will explain a strategy for a game play.</p>	<p>Component</p>
<p>SPARK: Jump Rope pages 1-10</p>	<p><b>Grade K-2</b></p>	<p>S2C2PO 1. Identify the effects that physical activity has on the body</p>	<p>Students will identify a tactic that improves game performance</p>	
<p>SPARK: Personal Best Day pages 1-6</p>		<p>S2CCPO 2. List and define the components of health-related fitness</p>	<p>Students will demonstrate adequate muscular strength to be able to bear body weight.</p>	
<p>SPARK: Gymnastics pages 1-16</p>		<p>S2C2PO 3. Demonstrate exercises that can improve each component of health related fitness</p>	<p>Students can participate in a variety of games and activities that increase breathing and heart rate</p>	
<p>SPARK: Obstacle Course pages 1-3</p>		<p>S22PO 4. Define physical fitness</p>	<p>Students will demonstrate a variety of exercise for each health related component.</p>	
	<p><b>Grade 3-5</b></p>	<p>S2C2PO1. List physiological indicators of</p>		

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 components of health-related physical

**Grade K-2**

S2C3PO1. Move to the open space

**Grade 3-5**

S2C3PO1. Explain a strategy for a game play

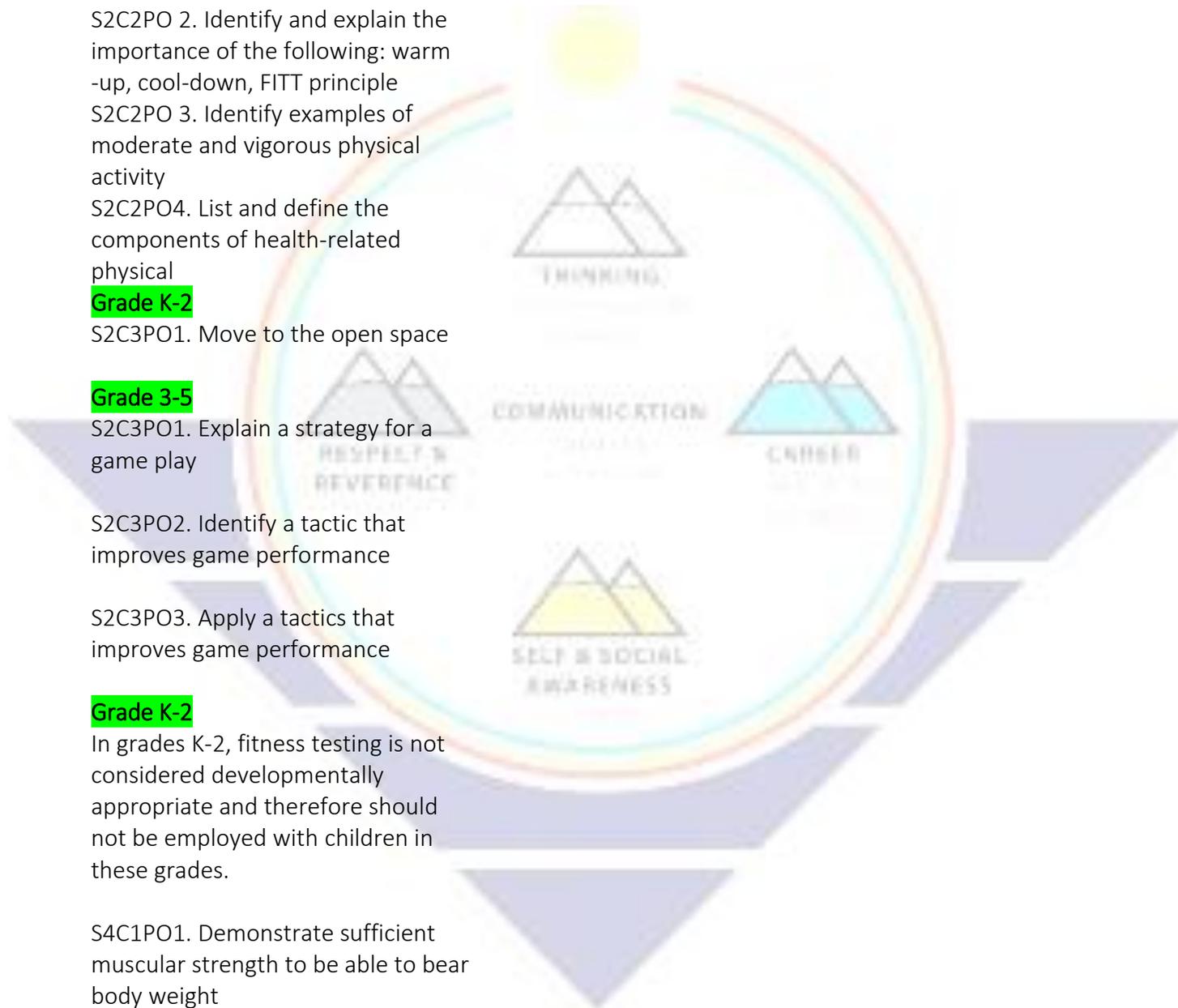
S2C3PO2. Identify a tactic that improves game performance

S2C3PO3. Apply a tactics that improves game performance

**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.

S4C1PO1. Demonstrate sufficient muscular strength to be able to bear body weight



S4C1PO2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health-related components of fitness

S4C1PO3. Participate in a variety of games and activities that increase breathing and heart rate

S4C1PO4. Recognize that health-related physical fitness consists of several different components

**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.

S4C1PO1. Perform a nationally recognized, Criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition

S4C1PO2. 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

**Grade K-2**

PO 5. Demonstrate a variety of modified exercises for each health-related component of fitness

