

# Ganado Unified School District #20 (SPARK/ 3<sup>rd</sup>-5<sup>th</sup> Grade)

## ***PACING Guide SY 2022-2023***

<b>Time Line &amp; Resources</b> <small>(Identify textbook, page number or website link &amp; etc.)</small>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
<b>First Quarter</b>				
	<p>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 during structured physical education classes</p> <p>S2C2PO1. Participate regularly in physical activity that develops a healthy lifestyle.</p> <p>S5C1PO4. Reports the results of practice and participation honestly</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>DOK 3: Can you elaborate on the</p>	<p>90% of the students' will participate in structured physical activity.</p> <p>Students will discuss a balance health and skills related activity in SPARKS</p> <p>Students will work within 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 a 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</p>

	<p>S5C1PO5. Works independently while exploring movement tasks S5C1PO6. Uses practice time wisely and appropriately 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>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>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>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>Students can follow direction and demonstrate safety protocols during physical activity</p> <p>Students I can be able to work independently while exploring movement task. Students can follow direction and demonstrate safety protocols during physical activity</p> <p>I can be able to work independently while exploring movement task.</p> <p>Students can work in a diverse group setting without interfering with others.</p> <p>Students can show compassion for others by helping them and taking turns willing.</p> <p>Students will demonstrate respect and caring for peers through verbal and non-verbal encouragements.</p> <p>Students can use positive</p>	<p>Exploring Practice Time Manner Rule Diverse Group Interfering Difference Classmate Refrain Encourage Put-Down Dribble Maze Cones Obstacles Trap Tunnel</p>
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	<p>S5C1PO5. Assess and take responsibility for his or her own behavior</p> <p>S5C2PO 1. Work cooperatively with a partner, small group, or class</p> <p>S5C2PO2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance</p> <p>S5C2PO3. Resolve conflicts in a socially acceptable manner</p> <p>S5C2PO4. Participate in establishing rules and procedures that are safe and effective for specific activities</p> <p>S5C2PO5. Encourage others and refrain from put-down</p>		<p>comments to encourage other and refrain from put-downs.</p>	
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**Second Quarter**

<p>SPARK: Pages 1-36 Kicking and Trapping</p> <p>Pages 1-36 Kicking and Trapping</p> <p>SPARK Games Pages 7</p>	<p>S1C1PO 1. Demonstrate locomotors movements within game and modified sport activities</p> <p>S1C1PO2. Demonstrate nonlocomotors movements within game and modified sport activities</p> <p>S2C1PO1. Describe similarities and differences of a few</p>	<p>DOK 1: List various 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</p>	<p>Student can demonstrate locomotors skill within games or modified sport activities</p> <p>Student can demonstrate locomotors skill within games or modified sport activities</p> <p>Student can identify the correct body planes and</p>	<p>Identifies Body Parts</p> <p>Identifies Body Parts</p> <p>Identifies Body Parts</p> <p>Sun Safe Movement</p>
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<p>Squirrels in the Tree</p> <p>SPARK Games Page 9 Stuck in the Mud</p> <p>SPARK: Dance Page 1 Bunny Hop</p> <p>Page 3 The Mexican Hat Dance</p> <p>Page 5 Hokey Pokey</p> <p>SPARK Games Page 9 Stuck in the Mud</p> <p>Page 11 Catch and Chase</p>	<p>fundamental skills S2C1PO2. Describe correct form when performing physical fitness activity</p> <p>S2C2PO10. Identify a stress relieving physical activity that is personally effective</p> <p>S2C2PO11. Analyze sun safe practice</p> <p>S1C1PO3. Apply concepts of spatial awareness in physical activities</p> <p>S1C1PO5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation</p> <p>S1C1PO6. Perform a variety of manipulative skills at an age appropriate level</p>	<p>performing PF activities</p> <p>DOK 2: What are some of the cause/effect of the sun?</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>DOK 1: What is chasing, fleeing and evading?</p>	<p>various body parts Student can practice sun safety</p> <p>Student can distinguish my body awareness movements while beware of my spatial awareness.</p> <p>Student can flee in one pathway at a certain speed</p> <p>Student can chase, fleeing and evading my peers in a game situations.</p>	<p>Pathways</p> <p>Planes</p> <p>Fleeing</p> <p>Shape</p> <p>Balance</p> <p>Movement</p> <p>Speed</p> <p>Chasing</p> <p>Avoid</p> <p>Game</p> <p>Situation</p> <p>Fleeing</p> <p>Evading</p>
<b>Third Quarter</b>				
<p>SPARK: Volleyball Unit Lesson Pages 1-32</p> <p>SPARK Dance Page 7</p> <p>The Conga Page 9</p>	<p>S1C1PO4. Balance and transfer of weight on a variety of objectives</p> <p>S1C2PO1. Perform a sequence of movement skills to a rhythm</p> <p>S1C3PO1. Dribble and pass a variety of objects around</p>	<p>DOK2: What are the steps needed to balance and transfer weight on a variety of objects?</p> <p>DOK 3: How is the sound of the music is</p>	<p>Students will be able to demonstrate balance and transfer weight on a variety of object</p> <p>Students will perform a sequence of movement to a rhythm</p>	<p>Skills</p> <p>Balance</p> <p>Transfer</p> <p>Movement</p> <p>Rhythm</p> <p>Sequence</p> <p>Dribbles</p> <p>Stationary</p> <p>Pass</p>

<p>Seven Jumps Page 11</p> <p>Muffin Man Page 13</p> <p>The Shoe Maker</p> <p>Aerobic Dance pages 1-5 SPARK: Soccer pages 1-11 SPARK: pages 1-7</p> <p>SPARK: Basketball 1-15</p> <p>SPARK: Volleyball page 1-13</p> <p>SPARK: Softball pages 1—8 SPARK</p> <p>Recess Activity</p> <p>Page 1 Corn Toss</p> <p>Page 3 Monkey in the Middle Page 5 Spud</p> <p>Page 7 Hopscotch</p> <p>Page 9 2-Squares</p>	<p>stationary objects</p> <p>S1C3PO2. Dribble and pass to a 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>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 education classes</p>	<p>related to beats of the rhythm sticks?</p> <p>DOK 2: How would you adapt ribbons to create different of body movements?</p> <p>DOK 2: How do you pass to stationary object?</p> <p>DOK 1: Tell me how do you dribble around the cones?</p> <p>DOK 2: What do you Notice about passing to a moving target?</p> <p>DOK 2: How would you estimate how far to throw the ball to a moving a target</p> <p>DOK 3: Justify at least 60 minutes of active lifestyle through documentation of daily activity.</p> <p>DOK 3: Compile a list of physical activity outside SPARK class.</p> <p>DOK 1: Can you identify several</p>	<p>Students I will dribble and pass a variety of objects to stationary objects.</p> <p>Students will dribble and pass a ball to a moving target or partner.</p> <p>Student can play offensive and defensive strategies in game situations.</p> <p>Student can play small sided games with my peers</p> <p>Student can document at least 60 minutes of physical activity daily.</p> <p>Student can participate in a variety of moderate games activity.</p> <p>Students can play small sided games with my peers</p> <p>Students can explain my favorite physical activity to my peers.</p> <p>Students can identify at least one enjoyable activity I participate regularly</p> <p>Student can demonstrate physical activities by</p>	<p>Target</p> <p>Partner</p> <p>Hands</p> <p>Feet</p> <p>Vigorous</p> <p>Minutes</p> <p>Daily</p> <p>Days</p> <p>Health-related</p> <p>Fitness</p> <p>Warm-up</p> <p>Enjoyable</p> <p>Verbal</p> <p>Non-Verbal</p> <p>Expression</p> <p>Participation</p> <p>Vigorous</p> <p>Minutes</p> <p>Daily</p> <p>Days</p> <p>Health-related</p> <p>Fitness</p> <p>Warm-up</p>
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	<p>S3C2PO3. Accumulate at least 60 minutes of physical activity daily, or on most days</p> <p>S3C2PO2. Participate in a variety of moderate to vigorous games, activities, or dance sequences</p> <p>S3C2PO3. Accumulate 60 minutes per day of moderate activity on all or most days of the week</p> <p>S3C2PO4. Demonstrate an active lifestyle through documentation of daily activities</p>	<p>physical activities you enjoy?</p> <p>DOK 4: Write a research paper on your favorite physical activity DOK 4: What information can you gather to support your feelings with a physical activity</p> <p>DOK 3: Justify at least 60 minutes of active lifestyle through documentation of daily activity</p>	<p>broadened and challenge myself</p> <p>Students will document at least 60 minutes of physical activity daily.</p> <p>Students will participate in a variety of moderate games activity</p>	
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**Fourth Quarter**

<p>SPARK: Flying Disc Unit Lessons Pages 5-34</p> <p>SPARK Page 11 Catch and Chase</p> <p>Page 13 Sugar and Fat Tag</p> <p>Page 15 Houdini Hoops</p> <p>Page 16 Catch a Tail</p>	<p>S2C2PO1. List physiological indicators of exercise</p> <p>S2C2PO 2. Identify and explain the importance of the following: warm -up, cool-down, FITT principle</p> <p>S2C2PO 3. Identify examples of moderate and vigorous physical activity</p> <p>S2C2PO4. List and define the components of health-related physical</p>	<p>DOK 1: List a variety of exercise for each health related fitness</p>	<p>Students will list and define the components of health-related fitness.</p> <p>Student will demonstrate exercises that I can improve in each component of health - related fitness.</p> <p>Students will identify the effect that physical activity has on the body.</p>	<p>fitness Body Effects Improve Physiological Indicators FITT principle Warm-up Cool-down Sun Safe Balance Food Muscle Strategy Tactic</p>
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<p>Page 19 Frog Crossing</p> <p>SPARK: Jump Page 1 Jumping and Landing Patterns</p> <p>Page 5 Jump for Distance</p> <p>Page 11 Jumping Rhythmically</p> <p>Page 13 Long Rope Turning in Paris</p> <p>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>SPARK: Obstacle Course pages 1-3</p>	<p>S2C2PO1. List physiological indicators of exercise</p> <p>S2C2PO 2. Identify and explain the importance of the following: warm -up, cool-down, FITT principle</p> <p>S2C2PO 3. Identify examples of moderate and vigorous physical activity</p> <p>S2C2PO4. List and define the components of health-related physical</p> <p>S2C3PO1. Explain a strategy for a game play</p> <p>S2C3PO2. Identify a tactic that improves game performance</p> <p>S2C3PO3. Apply a tactics that improves game performance</p> <p>S4C1PO1. Perform a nationally recognized, Criterion-referenced, health - related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition</p> <p>S4C1PO2. Evaluate personal fitness and practice goal setting with the aid of the teacher</p>		<p>Students will identify sun safe practices with my peers</p> <p>Students will explain a strategy for a game play.</p> <p>Students will identify a tactic that improves game performance</p> <p>Students will demonstrate adequate muscular strength to be able to bear body weight.</p> <p>Students can participate in a variety of games and activities that increase breathing and heart rate</p> <p>Students will demonstrate a variety of exercise for each health related component</p> <p>Students will identify warm-up and cool down activities in relation to physical activities.</p> <p>Students will recognize the relationship between physical activity and the activity pyramid</p>	<p>Game</p> <p>Muscular Strength</p> <p>Body weight</p> <p>Increase Breathing</p> <p>Modified Fitness</p> <p>Component</p>
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	S4C1PO 3. Participate in a variety of fitness activities designed to enhance personal fitness			
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