

Ganado Unified School District #20 (SPARK/KDG-5TH)

PACING Guide SY 2017-2018

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
SPARK: Recreational Power Walking and Jogging pages 1-9 SPARK Games: Pages 1 Cookie Monster Tag SPARK Games: Page 3 Crazy Cones SPARK Games: Page 5 Color Tag SPARK Games: Page 3 Crazy cones SPARK games:	<b style="background-color: #00FF00;">Grade: K-2 S3C1PO1. 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 <b style="background-color: #00FF00;">Grade 3-5 S3C1PO1. Engage in instructionally -appropriate moderate to vigorous physical activity for at least 50% of structured physical	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? DOK 4: What Information can you gather to support you participated a healthy lifestyle at home? DOK 3: Explain variety of physical activities you do home	50% of the students will participate in structured physical activity. Students will balance health and skill related activity in SPARKS Students will work in a diverse group without interfering with others. Students will show compassion for others by helping them and taking turns willingly. Students can develop a healthy lifestyle a home and school	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

Page 5 Color Tag	education classes S3C1PO2. Engage in a balance of health -and skill -related activities 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 direction an demonstrate safety protocols during physical activity	Time Manner Rule Diverse Group Interfering Difference Classmate Refrain Encourage
Orientation Lesson page 1-16	Grade K-2 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 I can be able to work independently while exploring movement task. Students can follow direction an demonstrate safety protocols during physical activity KFO'S: I can be able to work independently while exploring movement task.	Put-Down Dribble Maze Cones Obstacles Trap Tunnel
SPARK: Run to the Border page 1-6	Grade 3-5 S2C2PO1. Participate regularly in physical activity that develops a healthy lifestyle.	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 work in a diverse group setting without interfering with others.	
Lesson page 1-16	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	DOK 4: Explain the Importance to work independently by exploring various movement tasks DOK 4: What can you observe by working in a diverse group? DOK 3: How did you know	Students can show compassion for others by helping them and taking turns willing. Students will demonstrate respect and caring for peers through verbal and non-verbal encouragements. Students can use positive comments to encourage	

S5C1PO4. Reports the results of practice and participation honestly

you showed compassion for others?

other and refrain from put-downs.

S5C1PO5. Works independently while exploring movement tasks

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

S5C1PO6. Uses practice time wisely and appropriately

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

Grade 3-5

S5CPO1. Act in a safe manner during physical activity

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

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

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

Grade K-2:
S1C1PO 1. Demonstrate locomotors

DOK 3: Describe the relationship between

Student can demonstrate

Identifies
Body

Kicking and Trapping	Skills with age-appropriate ability S1C1PO 2. Demonstrate a variety of non-locomotors skills	Locomotors or skill in Variety sport activities? DOK 3: What conclusion did you draw out from your loco motor skill test?	locomotors skill within games or modified sport activities Student can demonstrate locomotors skill within games or modified sport activities	Parts Identifies Body Parts Identifies Body Parts
Pages 1-36 Kicking and Trapping	Grade 3-5 S1C1PO 1. Demonstrate locomotors movements within game and modified sport activities	DOK 3: Describe the relationship between Locomotors or skill in Variety sport activities?	Student can identify the correct body planes and various body parts	Parts Sun Safe Movement Pathways Planes Fleeing Shape
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	Balance Movement Speed Chasing Avoid Game Situation Fleeing Evading
SPARK Games Page 9 Stuck in the MuD	Grade K-2: S1C1PO 1. Demonstrate locomotors Skills with age-appropriate ability	DOK1: Show and name various body parts and planes.	Student can distinguish my body awareness movements while beware of my spatial awareness.	Balance Movement Speed Chasing Avoid Game Situation Fleeing Evading
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 Student can chase, fleeing and evading my peers in a game situations.	Balance Movement Speed Chasing Avoid Game Situation Fleeing Evading
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 Grade K-2: S2C1PO 1. Identifies correct body planes	DOK 2: Show the correct form of performing PF activities DOK 2: What are some of the cause/effect of the sun?		

S2C1PO 2. Identifies various body parts

S2C1PO 3. Demonstrate corrections to movement errors in response to 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

DOK 1: List the concept of what spatial awareness means.

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?



Qualities of movement: time, speed, force, flow

- Relationships: among body parts, objects 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 object

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

Grade 3-5

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

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

Target
Partner
Hands
Feet

SPARK: pages 1-7

SPARK: Basketball 1-15	S1C2PO1. Perform a sequence of movement skills to a rhythm	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: Volleyball page 1-13	Grade K-2 S1C3PO1. Demonstrate a variety of developmentally appropriate specialized movement skills	DOK 1: Tell me how do you dribble around the cones? DOK 2: What do you Notice about passing to a moving target?	Student can play offensive and defensive strategies in game situations. Student can play small-sided games with my peers	Days Health-related Fitness Warm-up Enjoyable Verbal
SPARK: Softball pages 1—8	S3C2PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical	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.	Non-Verbal Expression Participation Vigorous Minutes Daily
SPARK Recess Activity Page 1 Corn Toss Page 3 Monkey in the Middle Page 5 Spud Page 7 Hopscotch Page 9 2-Squares	Grade 3-5 S1C3PO1. Dribble and pass a variety of objects around stationary objects	DOK 3: Justify at least 60 minutes of active lifestyle through documentation of daily activity. DOK 3: Compile a list of physical activity outside SPARK class.	Student can participate in a variety of moderate games activity. Students can play small-sided games with my peers	Days Health-related Fitness Warm-up
	Grade K-2 S1C3PO2. Integrate a skill to the demands of a modified, small-sided game situation	DOK 1: Can you identify several physical activities you enjoy?	Students can explain my favorite physical activity to my peers.	
	Grade 3-5 S1C3PO2. Dribble and pass to a moving target or partner (hands and feet)	DOK 4: Write a research paper on your favorite physical activity	Students can identify at least one enjoyable activity I participate regularly	
	S1C3PO3. Apply offensive and defensive	DOK 4: What	Student can demonstrate physical activities by broadened and challenge myself	

strategies in game situations

S1C3PO4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that students.

Grade K-2

- S6C1PO1. Identify several physical activities that are enjoyable
- 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

information can you gather to support your feelings with a physical activity

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

Students will document at least 60 minutes of physical activity daily.

Students will participate in a variety of moderate games activity



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

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

<p>SPARK: Balance, Stunts and Tumbling Page 5 Animal Balancing Act Page 7 Basic Body Positions</p>	<p>Grade K-2 S2C2PO 1. Identify the effects that physical activity has on the body</p> <p>S2CCPO 2. List and define the components of health-related fitness</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>Health-related fitness Body Effects Improve Physiological Indicators FITT principle Warm-up Cool-down</p>
<p>SPARK Page 11 Catch and Chase Page 13 Sugar and Fat Tag Page 15 Houdini Hoops</p>	<p>S2C2PO 3. Demonstrate exercises that can improve each component of health related fitness</p> <p>S22PO 4. Define physical fitness</p>	<p></p>	<p>Students will identify the effect that physical activity has on the body.</p> <p>Students will identify warm-up and cool-down activities in relation to physical activities.</p>	<p>Sun Safe Balance Food Muscle Strategy Tactic Game</p>
<p>Page 16 Catch a Tail Page 19 Frog Crossing</p> <p>SPARK: Jump Page 1 Jumping and Landing Patterns Page 5 Jump for Distance</p>	<p>Grade 3-5 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></p>	<p>Students will recognize the relationship between physical activity and the activity pyramid.</p> <p>Students will identify sun safe</p>	<p>Body weight Increase Breathing</p>

Page 11 Jumping Rhythmically Page 13 Long Rope Turning in Paris	S2C2PO 3. Identify examples of moderate and vigorous physical activity	practices with my peers	Modified Fitness Component
SPARK: Strength and Conditioning Exercises pages 1-4	S2C2PO4. List and define the components of health-related physical	Students will explain a strategy for a game play.	Students will identify a tactic that improves game performance
SPARK: Jump Rope pages 1-10	Grade K-2 S2C2PO 1. Identify the effects that physical activity has on the body	Students will demonstrate adequate muscular strength to be able to bear body weight.	
SPARK: Personal Best Day pages 1-6	S2CCPO 2. List and define the components of health-related fitness	Students can participate in a variety of games and activities that increase breathing and heart rate	
SPARK: Gymnastics pages 1-16	S2C2PO 3. Demonstrate exercises that can improve each component of health related fitness	Students will demonstrate a variety of exercise for each health related component.	
SPARK: Obstacle Course pages 1-3	S22PO 4. Define physical fitness 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 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



