Quarter /Week	Q1-Q4/All Year

Instructional Content / SOL Focus

2.4 The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) **Identify one activity that is enjoyed and done outside of physical education class.**
b) **Identify one activity that is challenging and one way to improve the activity.**
c) **Demonstrate cooperative skills, to include taking turns and sharing equipment.**
d) **Demonstrate safe participation individually and with others.**
e) **Identify two class safety rules.**

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models:Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities: Connections to other subjects: Understanding of the use of space, classroom expectations, cooperative and safe play among peers outside of the classroom	Cooperative Play Safe Play/Unsafe Play General Space Personal Space Healthy/Active Lifestyle	Listening skills Prior knowledge of general/personal space Prior knowledge of safe play Prior knowledge of classroom (procedural) rules Proper use of equipment	Recommend opportunities of activities outside of the classroom Create a game/activity to be used in physical education

Quarter /Week	Q1: 3 Weeks August 23rd-September 9th

Instructional Content / SOL Focus

2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations.
b) Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations.
c) Explain that the brain sends a message to the body to move.
d) Identify major muscles, to include quadriceps, biceps, abdominals, and heart.
e) Explain that muscles tense to keep the body in a balanced position.
f) Identify major bones, to include skull, ribs, and spine.
g) Identify the major structures of the cardiorespiratory system (heart and lungs).

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects:reading and writing of muscle/bone names	Quadriceps Biceps Abdominals Heart Skull Rids Spine Cardiovascular system Dynamic movement	Prior knowledge of the heart and lungs working together Prior knowledge of where the heart, brain and lungs are located Prior knowledge of muscles attaching to bones	Label additional muscles and bones. Describe the function of the cardiorespiratory system. Identify muscles used in specific activities/daily functions.

Quarter /Week	Q1: 4 Weeks September 12th-October 7th

Instructional Content / SOL Focus

FitnessGram Testing(tests decided by teacher for each fitness component: cardiovascular endurance, flexibility, core strength, upper body strength)

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

d) Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.
e) Demonstrate and differentiate between jogging and running.

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, FitnessGram Testing (testing components decided by teacher) Connections to other subjects: Reading, writing, and math	Hop(one foot) Jump(two feet) Leaping(leaping off one foot and landing on the other Jogging is a slower speed than running	Prior practice with all loco motors Differentiate between hopping and jumping Moving amongst peers in general space	Create a sequence of locomotor skills to lead the class Create an obstacle course with different levels, pathways, and directions Jumping for distance/height

Quarter /Week	Q1: 3 October 10th-October 28th

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling
f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

(Throwing/Catching Only)

Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: math and reading targets	Answer phone Point, step, throw Side to target Follow through Catching(watch, reach, pull) Force Hard and Soft	Prior practice with throwing variety of objects Prior practice throwing under/overhand Prior practice throwing to partner/targets	Throw overhand to a moving target. Catch while moving. Perform tricks while throwing and catching. Throw underhand to a moving target.

Quarter /Week	Q2: 3 Weeks October 31st-November 22nd

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling
f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

(Kicking/Punting Only)

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: math and reading targets	Kicking Punting Point toes when punting, Point toe down and contact the laces. Hold, Step, Drop Kick (hold the ball out front, step with opposite foot, drop the ball, and kick before it hits the ground. Step, Swing, Kick (step with opposite foot, swing leg back and swing forward to contact)	Prior practice of kicking a stationary ball to a target Prior practice of punting Prior practice of kicking ball to a target	Punt for distance Punt to target. Kick for distance Kick to moving targets/partner.

Quarter /Week	Q2: 3 Weeks November 28th-December 21st

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling
f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

(Striking with Paddles/Rackets/Long handled implements)

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: math and reading targets	Striking Paddle Flat Surface when making contact (flat as a pancake) Upward Forward When batting (rotate at hips)	Prior practice of striking with paddles Prior practice of striking upwards Prior practice of striking a stationary object	Striking a moving object Striking directionally Striking different objects(ping pong, tennis ball, shuttlecock)

Quarter /Week	Q2: 3 Weeks January 3rd-January 20th

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

g) Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn).

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: Math and reading while jumping	Consecutive jumps Self-turn Rotate at wrists Tiny jumps Long Rope(Rotate at shoulder)	Know how to jump Practice jumping self turn rope Practice jumping Long Rope(teacher turned)	Develop jump rope sequence using specific trick jumps Specialty jumps

Quarter /Week	Q3: 3 Weeks January 23rd-February 10th

Instructional Content / SOL Focus

2.5 The student will describe the energy intake components of energy balance and physical health and development.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Explain that dairy is important for bone growth.
b) Identify examples of healthy snacks.
c) Identify different hydration choices.
d) Explain that choosing nutritious foods and being physically active are components of being healthy.

Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: Reading, writing, math	Dairy Hydration Nutritious Healthy/Active Lifestyles	Names of the food groups Prior knowledge that the body needs water Prior knowledge that the body uses the food it takes in to live a healthy lifestyle	Explain why snacks are considered healthy by referencing the nutritional label

Quarter /Week	Q3: 3 Weeks February 13th-March 3rd

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling
f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

(Dribbling with Hands/Feet Only)

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: reading and math while dribbling	Dribbling (feet and hand) Trapping Finger Tips for dribbling. Light, gentle taps with instep	Prior practice of dribbling while stationary with hand Prior practice of dribbling with feet in open space	Dribbling with continuous kick (taps) of ball while jogging/running. Hand dribbling with movement. Dribbling with non-dominant hand or switching while walking

Quarter /Week	Q3: 3 Weeks March 6th-March 24th

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight.

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: reading and writing	Balance Push Pull Bend Turn Log Roll Tuck and Roll Stiff and Still Muscles Feet Land First(transfer)	Prior practice with bending, pushing, pulling, balancing on one foot. Practice rolling Practice balancing objects on body Prior practice of transferring weight(rolls/rocks)	Balance on different bases of support. Balance in different shapes (twisted, narrow, and wide) Balance objects on different body parts Lead class in balance sequence/pattern

Quarter /Week	Q4: 3 Weeks March 27th-April 21st

Instructional Content / SOL Focus

2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Describe muscular strength as important in lifting /moving heavy objects.
b) Describe muscular endurance as important in moving throughout the day.
c) Describe flexibility as important in moving in many directions.
d) Describe cardiorespiratory endurance as important for maintaining a healthy heart.
e) Describe body composition as the components that make up a person's body weight (percentages of fat, bone, water, and muscle in the human body).
f) Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
g) Identify opportunities to participate in regular physical activity outside of school.

Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: Reading and Writing	Muscular Strength Muscular endurance Flexibility Cardiorespiratory endurance Body composition Weight	Prior knowledge of physical activity improves the body Prior knowledge of activities outside of school for a healthy and active lifestyle	Identify more than one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition)

Quarter /Week	Q4: 3 Weeks April 24th-May 19th

Instructional Content / SOL Focus

FitnessGram Testing(tests decided by teacher for each fitness component: cardiovascular endurance, flexibility, core strength, upper body strength)

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.

Essential Knowledge / Skills & Process (What do we want students to learn?)

c) Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, FitnessGram Testing (testing components decided by teacher) Connections to other subjects: reading and writing dance movements	Rhythm Sequencing	Prior practice of moving to a rhythmic pattern Prior practice of performing a teacher led dance	Posting student created dance on YouTube

Quarter /Week	Q4: 3 Weeks May 22nd-June 9th

Instructional Content / SOL Focus

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills

Essential Knowledge / Skills & Process (What do we want students to learn?)

a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling.

(Trapping and Volleying with hands only)

Activities / Resources / Strategies / Assessment	**Vocabulary**	**Prerequisite skills**	**Enrichment/ Acceleration**
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc. Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts Activities:Phys Ed YouTube channel, JMU Health/PE Institute, PE Central, Connections to other subjects: reading and math	Trapping Volleying Hit on the forearm Swing arm in upward motion Strike with palm	Prior practice of volleying	Continuous volleys to self Volleys to a partner/target Volleys over a net