

Quarter /Week	Q1-Q4/All Year		
Instructional Content / SOL Focus			
3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.			
Essential Knowledge / Skills & Process (What do we want students to learn?) a) Explain the importance of rules for activities. b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings. c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal. d) Implement teacher feedback to improve performance. e) Provide appropriate feedback to a classmate. f) Describe one group physical activity to participate in for enjoyment			
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: Partner/Team activities geared towards providing partner feedback, Cooperative problem solving activities Connections to other subjects: Understanding the use of small groups/partner feedback in other subjects	Teacher/PeerFeedback Demonstrate Cooperative Play Improvement Constructive Criticism	Understanding of Cooperative Play Knowledge of activities for a healthy and active lifestyle Prior knowledge of classroom (procedural) rules Prior knowledge of safe play	Peer Demonstrator Being a Positive Role Model for peers/leadership positions Create a game/activity to be used in physical education Opportunity to develop an instructional piece on a skill with feedback to be used in the physical education classroom

Quarter /Week	Q1: 3 Weeks August 23rd-September 9th		
Instructional Content / SOL Focus			
3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Apply the concept of open space while moving. b) Identify major muscles, to include hamstrings and triceps. c) Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels. d) Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna. e) Name one activity and the muscles and bones that help the body perform the activity.			
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	Hamstring Triceps Cardiorespiratory system(Heart, Lung, Blood Vessels) Femur, Tibia, fibula, humerus, radius, ulna	Prior knowledge of major muscles and bones Prior knowledge of cardiovascular system	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) 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?) a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height). (Jumping/Landing 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 , FitnessGram Testing (testing components decided by teacher) Connections to other subjects: jumping to reading and math concepts	Bend your knees Land on your feet Swing your arms	Prior practice of jumping and landing	Create a sequence of locomotor skills to lead the class Recognize activities that would improve jumping for distance and jumping for height

Quarter /Week	Q1: 3 Weeks October 10th-October 28th		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).			
(Throwing/Catching Only)			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Answer phone Point, step, throw	Prior practice with throwing variety of objects	Throwing for distance and accuracy. Throwing while moving.
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Side to target Follow through	Prior practice throwing under/overhand	Throwing/Catching w/ defenders
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central ,	Catching(watch, reach, pull)	Prior practice throwing to partner/targets	
Connections to other subjects: math and reading targets	Force Hard and Soft	Prior practice catching a thrown object	

Quarter /Week	Q2: 3 Weeks October 31st-November 22nd		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).			
(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: reading and math 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 kicking a stationary ball to a target or partner	Punt for distance Kick for distance Kicking and punting in game-like situations. Kicking on the move

Quarter /Week	Q2: 3 Weeks November 28th-December 21st		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).			
(Striking w/ Paddles and Rackets)			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Striking Paddle	Prior practice with striking with short handled implements	Use long handled implements (hockey stick, golf club, lacrosse stick, etc.)
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Flat Surface when making contact (flat as a pancake)	Prior practice striking directionally	
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central ,	Upward		
Connections to other subjects: reading and math targets	Forward		
	When batting (rotate at hips)		

Quarter /Week	Q2: 3 Weeks January 3rd-January 20th		
Instructional Content / SOL Focus 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?) b)Demonstrate a self-turn rope sequence of four different jumps.			
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	Bell Skier Straddle Scissor Rotate at the wrists	Prior practice with self turned single rope	Create and perform a jump rope routine. Jump rope for speed. (How many in a minute)

Quarter /Week	Q3: 3 Weeks January 23rd-February 10th		
Instructional Content / SOL Focus			
3.5 The student will describe energy balance.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out). b) Identify one food per group to create a healthy meal that meets USDA guidelines. c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula one ounce of water per two pounds of body weight. d) Identify the macronutrients (fat, protein, carbohydrates). e) Identify foods that are healthy sources of each macronutrient.			
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	Macronutrients USDA guidelines Energy in Energy out Fat Protein Carbohydrate	Prior knowledge of food groups Prior knowledge of calories Prior knowledge of hydration	Calculate macronutrients per serving referencing nutrition labels Understand different hydration choices

Quarter /Week	Q3: 3 Weeks February 13th-March 3rd		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).			
(Dribbling w/ Hands/Feet only)			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Dribbling (feet and hand)	Prior practice with dribbling with your hands	Dribbling with continuous kick (taps) of ball while jogging/running.
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Trapping	Prior practice with dribbling with your feet	Hand dribbling with movement.
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central ,	Finger Tips for dribbling.	Prior practice with dribbling on the move	Dribbling with non-dominant hand or switching while walking
Connections to other subjects: reading and math while dribbling	Light, gentle taps with instep		

Quarter /Week	Q3: 3 Weeks March 6th-March 24th		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
d) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Balance	Prior Practice with transferring weight from feet to hands	Lead class in balance sequence/pattern
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Push Pull Bend Turn	Prior practice with balancing	Create a transfer of weight sequence
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central ,	Log Roll		
Connections to other subjects: reading and writing	Tuck and Roll		
	Stiff and Still Muscles		
	Feet Land First(transfer)		

Quarter /Week	Q4: 3 Weeks March 27th-April 21st		
Instructional Content / SOL Focus 3.3 The student will describe the components and measures of health-related fitness.			
Essential Knowledge / Skills & Process (What do we want students to learn?) a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). b) Identify one measure for each component of health-related fitness. c) Demonstrate one activity for each component of health-related fitness. d)Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA)			
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, and math	Muscular Strength Muscular endurance Flexibility Cardiorespiratory endurance Body composition Weight	Prior knowledge of health related components of fitness Prior knowledge of activities that can improve health related components of fitness	Explain activities that can improve your cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Come up with a plan to improve a component of fitness.

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)			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
c)Demonstrate simple dances in various formations.			
e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow.			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Rhythm	Prior practice with basic dance sequences	Create and perform a partner dance sequence
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Sequencing		
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central , FitnessGram Testing (testing components decided by teacher)	Shapes		
Connections to other subjects: reading and writing	Pathways		
	Flow		

Quarter /Week	Q4: 3 Weeks May 22nd-June 9th		
Instructional Content / SOL Focus			
3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.			
Essential Knowledge / Skills & Process (What do we want students to learn?)			
a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).			
(Trapping/Volleying with Hands)			
Activities / Resources / Strategies / Assessment	Vocabulary	Prerequisite skills	Enrichment/ Acceleration
Formative Assessment: Exit Tickets, Teacher Checklist, student self reflections, Teacher Observation, etc.	Trapping	Prior practice of volleying	Continuous volleys to self
	Volleying		Volleys to a partner/target
Models: Human(Peer/Teacher), Videos, Pictures, Flashcards, Posters, Charts	Hit on the forearm		Volleys over a net
Activities: Phys Ed YouTube channel , JMU Health/PE Institute , PE Central ,	Swing arm in upward motion		
Connections to other subjects: reading and math targets	Strike with palm		