

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: K-2	Subject: Physical Education	Time: Quarter 1-4	Core Text:
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*Taught throughout the year

Time	Unit/Topic	Standards	Assessments
Quarter 1	<i>S1.E1 * Locomotor <i>Hopping, skipping, jumping, galloping, sliding, leaping</i></i>	K - Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping) while maintaining balance. 1 – Hops, gallops, jogs and slides using a mature pattern. 2 – Skips using a mature pattern.	
Quarter 1	Concept 1: Planning Plan strategies to guide inquiry using technology.	K- PO 1. Generate key words for a search from a teacher-posed question or topic. 1- Generate key words and synonyms for a search. 2- Generation key words and synonyms from a closed question or a search,	
Quarter 1	Key Ideas and Details RL.1	K- With prompting and support, ask and answer questions about key details in a text. (K.RL.1) 1- Ask and answer questions about key details in a text. (1.RL.1) 2- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RL.1)	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	S1.E2 * Locomotor <i>Running</i>	K-1 – Emerging Outcomes first appear in Grade 2. 2- Runs with a mature pattern.	
Quarter 1	S1.E3 Locomotor <i>Jumping & Landing, Horizontal</i> <i>S1.E3.K-2.a</i> <i>Jumping & Landing, Vertical</i> <i>S1.E3.K-2.b</i>	K – Jumps and lands with balance. 1 – Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings. 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (2.a) 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (2.b)	
Quarter 1	S1.E4 Locomotor <i>Dancing</i>	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance. 2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	
Quarter 1	S1.E7 Non-Locomotor <i>Weight Transfer</i>	K- Emerging Outcomes first appear in Grade 1. (K.a) 1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments(1.a)	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<i>(S1.E7.K-2.a)</i> <i>Rolling</i> <i>(S1.E7.K-2.b)</i>	K - Rolls sideways in a narrow body shape (<i>K.b</i>) 1 - Rolls with either narrow or curled body shape (<i>1.b</i>) Transfers weight from feet to different body parts/bases of support for balance and/or travel (<i>2.a</i>) Rolls in different directions with either a narrow or curled body shape (<i>2.b</i>)	
Quarter 1	S1.E9 Non-Locomotor <i>Movement</i> <i>Combinations</i>	K – 1-Emerging Outcomes first appear in Grade 2. 2 - Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics.	
Quarter 1	S1.E10 Manipulatives <i>Underhand throw</i>	K – Opposite foot forward. 1 – Demonstrates 2 of the 5 critical elements of mature pattern. 2 - Throws underhand using a mature pattern.	
Quarter 1	S1.E11 Manipulatives <i>Overhand throw</i>	K-1- Emerging Outcomes first appear in Grade 2. 2 - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	
Quarter 1	S1.E12 Manipulatives <i>Catching</i>	K – Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower. 1 – Catches a soft object from a self-toss before it bounces. 2 - Catches various sizes of balls self-tossed or tossed by a skilled thrower. 2 - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	S1.E13 Manipulatives <i>Stationary dribbling/ball control with hands (S1.E13.K-2.a) Moving while dribbling/ball control with hands (S1.E13.K-2.b)</i>	K – Dribbles a ball using with 1 hand, attempting the second contact. 1 – Dribbles continuously in self-space using the preferred hand. 2 - Dribbles in self-space with preferred hand demonstrating a mature pattern. (2.a) 2 - Dribbles using preferred hand while in general space. (2.b)	
Quarter 1	S1.E14 Manipulatives <i>Dribbling/ball control with feet</i>	K – Taps a ball using the inside of the foot, sending it forward. 1 – Taps or dribbles a ball using the inside of the foot while walking in general space. 2 - Dribbles with feet in general space with control of ball and body.	
Quarter 1	S1.E17 Manipulatives <i>Kicking</i>	K – Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern. 1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. 2 - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	
Quarter 1	S1.E18 Manipulatives	K – Volleys a light weight object (balloon), sending it upward. 1 – Volleys an object with an open palm, sending it upward.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<i>Volley, Underhand</i>	2- Volleys an object upward with consecutive hits.	
Quarter 1	S2.E1 * Movement Concepts <i>Space</i>	K – Differentiates between movement in personal (self-space) and general space.(<i>K.a</i>) K - Moves in personal space to a rhythm. (<i>K.b</i>) 1 – Moves in self-space and general space in response to designated beats/rhythms. 2 - Combines locomotor skills in general and self-space to a rhythm.	
Quarter 1	S2.E2 * Movement Concepts <i>Pathways, Shapes, Levels</i>	K – Travels in three different pathways. 1 –Travels demonstrating a low, middle and high levels.(<i>1.a</i>) 1 - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (<i>1.b</i>) 2 - Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.	
Quarter 1	S3.E3 Fitness Knowledge	K – Recognizes that when you move fast, your heart beats faster and you breathe faster. 1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

		2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	
Quarter 1	S3.E4 * Fitness Knowledge <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i> <i>Health-Related Fitness Components (S3.E3.K-2.b)</i>	2 - Uses own body resistance for developing strength (2.a) 2 - Identifies physical activities that contribute to health-related fitness (2.b)	
Quarter 1	S4.E1 * Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and</i>	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (K.a) K – Acknowledges responsibility for behavior when prompted. (K.b) 1 – Follows the rules & parameters of the learning environment. 2 - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. (2.a)	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<i>Parameters (S4.E1.K-2.b)</i>	2 - Accepts responsibilities by following the rules and parameters of the learning environment. (2.b)	
Quarter 1	S4.E2 * Accepting Feedback	K – Follows instruction/directions when prompted. 1 – Responds appropriately to general feedback from the teacher. 2 - Accepts and responds appropriately to specific corrective feedback from the teacher.	
Quarter 1	S4.E3 * Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	K – Shares equipment and space with others. 1 - Works independently with others in a variety of class environments (e.g., partners, small group & large groups). 2 – Works independently with others in partner environments (2.a) 2 - Actively participates with classmates without regard to personal differences. (2.b)	
Quarter 1	S4.E4 * Rules and Fair Play	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities. 2 - Recognizes the role of rules and fair play in teacher designed physical activities.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	S4.E5 * Safety <i>Personal Safety</i> <i>(S4.E5.K-2.a)</i> <i>Equipment</i> <i>Safety</i> <i>(S4.E5.K-2.b)</i>	K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders. 1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 2 - Works independently and safely in physical education. <i>(2.a)</i> 2 - Work safely with physical education equipment. <i>(2.b)</i>	
Quarter 1	S5.E2 * Challenge	K – Acknowledges that some physical activities are challenging/difficult. 1 – Recognizes that challenge in physical activities can lead to success. 2 - Compares physical activities that build confidence and provide challenge.	
Quarter 1	S5.E3 * Self-Expression/ Enjoyment	K – Identifies physical activities that are enjoyable. (K.a) K - Discuss the enjoyment of playing with friends. (K.b) 1 – Describes positive feelings that result from participating in physical activities. (1.a) 1 - Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (1.b) 2 - Identifies and discusses physical activities that provide enjoyment and/or self-expression.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	S5.E4 * <i>Social Interaction</i>	K-2 Demonstrates socially acceptable conflict resolution skills.	
Quarter 2	S1.E4 Locomotor <i>Dancing</i>	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance. 2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	
Quarter 2	Concept 1: Planning Plan strategies to guide inquiry using technology.	K- PO 1. Generate key words for a search from a teacher-posed question or topic. 1- Generate key words and synonyms for a search. 2- Generation key words and synonyms from a closed question or a search,	
Quarter 2	S3.E3 Fitness Knowledge	K – Recognizes that when you move fast, your heart beats faster and you breathe faster. 1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity. 2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	
Quarter 2	S3.E4	2 - Uses own body resistance for developing strength (2.a)	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<p>Fitness Knowledge <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i> <i>Health-Related Fitness Components (S3.E3.K-2.b)</i></p>	<p>2 - Identifies physical activities that contribute to health-related fitness (2.b)</p>	
Quarter 3	<p>S1.E8 Non-Locomotor <i>Curling & Stretching; Twisting & Bending (S1.E8.K-2.a)</i> <i>Crossing the mid-line (S1.E8.K-2.b)</i></p>	<p>K – Contrasts the actions of curling and stretching. 1 – Demonstrates twisting, curling, bending & stretching actions. 2 - Differentiates among twisting, curling, bending, and stretching. (2.a) 2 - Performs various activities that involve crossing the mid-line. (2.b)</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 3	Concept 1: Planning Plan strategies to guide inquiry using technology.	K- PO 1. Generate key words for a search from a teacher-posed question or topic. 1- Generate key words and synonyms for a search. 2- Generation key words and synonyms from a closed question or a search,	
Quarter 3	S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i>	2- Recognizes sun safe practices (2.a)	
Quarter 3	S5.E1 Health	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health. 2 – Recognizes the value of good health balance.	
Quarter 4	S1.E6 Non-Locomotor Balance <i>(S1.E6.K-2.a) Inverted Balance (S1.E6.K-2.b)</i>	K – Maintains momentary stillness on bases of support.(K.a) K - Forms wide, curled, and twisted body shapes.(K.b) 1 – Maintains stillness on different bases of support with different body shapes. 2 - Balances on different bases of support, combining levels and shapes (2.a) 2 - Balances in an inverted position with stillness and supportive base (2.b)	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 4	S1.E20 Manipulatives <i>Striking, Short Implement</i>	K – Strikes a light weight object with a paddle or short-handled racket. 1 – Strikes a ball with a short-handled implement, sending it upward. 2 - Strikes and object upward with a short-handled implement, using consecutive hits.	
Quarter 4	Concept 1: Planning Plan strategies to guide inquiry using technology.	K- PO 1. Generate key words for a search from a teacher-posed question or topic. 1- Generate key words and synonyms for a search. 2- Generation key words and synonyms from a closed question or a search,	
Quarter 4	S1.E21 Manipulatives <i>Striking, Long Implement</i>	K-1 -Emerging Outcomes first appear in Grade 2. 2 - Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.	
Quarter 4	S1.E22 Manipulatives <i>Jumping short ropes</i> <i>(S1.E21.K-2.a)</i> <i>Jumping long ropes</i> <i>(S1.E21.K-2.b)</i>	K – Executes a single jump with self-turned rope. <i>(K.a)</i> K - Jumps a long rope with teacher-assisted turning. <i>(K.b)</i> 1 – Jumps forward and backward consecutively using a self-turned rope. <i>(1.a)</i> 1 - Jumps a long rope up to five times consecutively with teacher-assisted turning. <i>(1.b)</i> 2 - Jumps a self-turned (short) rope forward and backward with a mature form <i>(2.a)</i> 2 - Jumps a long rope consecutively with student and/or teacher turners <i>(2.b)</i>	
Quarter 4	S2.E3	K – Travels in general space with different speeds.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<p>Movement Concepts <i>Speed, Force, Direction</i></p>	<p>1 – Differentiates between fast and slow speeds. (1.a) 1 - Differentiates between strong and light force. (1.b) 2 - Varies time and force with gradual increases and decreases.</p>	
Quarter 1	<p>S1.E1 Locomotor <i>Mature Patterns (S1.E1.3-5.a)</i> <i>Manipulative Skills (S1.E1.3-5.b)</i> <i>Traveling with</i></p>	<p>3 – Leaps Using mature pattern. 4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	<i>Manipulative Skills (S1.E1.3-5.c)</i> <i>Rhythmic (S1.E1.3-5.d)</i>		
Quarter 1	Key Ideas and Details	<p>3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3)</p> <p>4- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (4.RL.3)</p>	
Quarter 1	Concept 1: Planning Plan strategies to guide inquiry using technology.	<p>3- PO 1. Determine key words for use in information searches</p> <p>4- PO 1. Determine key words for use in information searches</p>	
Quarter 1	S1.E3 Locomotor <i>Jumping and Landing, Horizontal and Vertical</i>	<p>3– Jumps and lands in the horizontal & vertical planes using a mature pattern.</p> <p>4 – Uses spring-and-step takeoffs and landings in gymnastic based skills. modified games</p>	
Quarter 1	S1. E5	3 - Performs a sequence of locomotor skills, transitioning from one skill	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	Locomotor Combinations	to another smoothly and without hesitation. 4 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.	
Quarter 1	S1. E6 Non-Locomotor Balance (S1.E6.3-6.a) Balance with Equipment (S1.E6.3-6.b)	3 - Balances on different bases of support, demonstrating muscular tension and extension of free body parts. 4 - Balances on different bases of support on apparatus, demonstrating levels and shapes.	
Quarter 1	S1. E7 Non-Locomotor Stability/Weight Transfer	3– Transfers weight from feet to hands for momentary weight support. 4 – Transfer weight by rolling in a variety directions using different body shapes. 5 – Transfers weight from feet to hands, varying speed and using large extensions. (e.g., mule kick, cartwheel) a	
Quarter 1	S1. E8 Non-Locomotor Stability Curling, stretching Twisting and bending	3 – Moves into and out of gymnastics balances with curling, twisting and stretching actions. 4 – Moves into and out of balances on apparatus with curling, twisting and stretching actions.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	<p>S1. E10 Manipulatives <i>Underhand throw</i> <i>(S1.E10.3-5.a)</i> <i>Underhand throw</i> <i>at target</i> <i>(S1.E10.3-5.b)</i></p>	<p>3 – Throws underhand to a partner or target with reasonable accuracy.</p>	
Quarter 1	<p>S1.E11 Manipulatives <i>Overhand throw</i> <i>(S1.E11.3-5.a)</i> <i>Overhand throw</i> <i>at target</i> <i>(S1.E11.3-5.b)</i></p>	<p>3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. 4 - Throws overhand using mature pattern in a non-dynamic environment (closed skills).(4.a) 4 - Throws overhand to a partner or at a target with accuracy at a reasonable distance. (4.b)</p>	
Quarter 1	<p>S1. E12 Manipulatives <i>Passing with</i> <i>Hands</i> <i>(S1.E12.3-5.a)</i> <i>Passing with</i> <i>Hands Small</i> <i>Game</i> <i>(S1.E12.3-5.b)</i></p>	<p>3– Emerging outcomes first appear in Grade 4. 4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills).</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 1	S1. E13 Manipulatives Catching (S1.E13.3-5.a) Catching while Moving (S1.E13.3-5.b) Catching Small Game (S1.E13.3-5.c)	3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern. 4 – Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).	
Quarter 1	S1. E15 Manipulatives Dribbling/ Ball Control with Feet	3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. 5 – Combines foot dribbling with other skills in 1v1 practice tasks.	
Quarter 1	S1. E16 Manipulatives Passing and Receiving with Feet (S1.E16.3-5.a) Receiving with Feet while Moving (S1.E16.3-5.b)	3– Passes & receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. 4 – Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (4.a) 4 - Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (4.b)	
Quarter 1	S1. E18	3 – Uses a continuous running approach and intentionally performs a	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	Manipulatives <i>Kicking</i>	kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy. 4 – Kicks along the ground and in the air, and punts using mature patterns.	
Quarter 2	Concept 1: Planning Plan strategies to guide inquiry using technology.	3- PO 1. Determine key words for use in information searches 4- PO 1. Determine key words for use in information searches	
Quarter 2	S1.E2 Locomotor <i>Running</i>	3 – Travels showing differentiation between sprinting and running. 4– Runs for distance using a mature pattern.	
Quarter 2	Key Ideas and Details	3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3) 4- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (4.RL.3)	
Quarter 2	S1.E2	3 – Travels showing differentiation between sprinting and running.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

	Locomotor <i>Running</i>	4– Runs for distance using a mature pattern.	
Quarter 2	S1.E4 Locomotor <i>Cultural Dance</i> <i>(S1.E4.3-5.a)</i> <i>Original Dance</i> <i>(S1.E4.3-5.b)</i> <i>Group Dance</i> <i>(S1.E4.3-5.c)</i>	3 – Performs teacher-selected and developmentally appropriate dance steps and movement pattern. 4 – Combines locomotor movement patterns and dance steps to create and perform an original dance. create and perform an original dance. <i>(5.b)</i> dance with a group. <i>(5.c)</i>	
Quarter 2	1. E9 Non-Locomotor <i>Combinations</i>	3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. 4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	
Quarter 2	S1. E14 Manipulatives <i>Dribbling/Ball</i> <i>Control with</i> <i>Hands</i> <i>(S1.E.14.3-5a)</i> <i>Dribbling with an</i> <i>Implement</i> <i>(S1.E.14.3-5b)</i>	3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles in self- space with both the preferred and non-preferred hand using a mature pattern. 4 - Dribbles in general space with control of ball and body while increasing and decreasing speed.	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
-------------------------	------------------------------------	--------------------------	-------------------

Quarter 2	S1.E24 Manipulatives <i>Jumping Rope</i>	3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes. 4 – Creates a jump rope routine with either a short or long rope.	
Quarter 2	S1. E17 Manipulatives <i>Dribbling in Combination</i>	3 – Emerging outcomes first appear in Grade 4. 4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).	
Quarter 3	S1. E21 Manipulatives <i>Striking, Short Handled Implement</i>	3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (3.a) 3 - Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (3.b) 4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (4.a) 4 - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (4.b) short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.	
Quarter 3	Concept 1: Planning Plan strategies to guide inquiry using technology.	3- PO 1. Determine key words for use in information searches 4- PO 1. Determine key words for use in information searches	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
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Quarter 3	Key Ideas and Details	<p>3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3)</p> <p>4- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (4.RL.3)</p>	
Quarter 3	S1.E22 Manipulatives <i>Striking, Long Handled Implements (S1.E20.3-5.a)</i> <i>Striking, Long Handled Implements while Traveling (S1.E20.3-5.b)</i>	<p>3 – Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.</p> <p>4 – Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through).</p>	
Quarter 3	S3.E7 Nutrition	<p>3 – Identifies foods that are beneficial for before and after physical activity.</p> <p>4 – Discusses the importance of hydration and hydration choices relative to physical activities.</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised 1-26-2016

Grade Level: 3-4	Subject: Physical Education	Time: Quarter 1-4	Core Text:
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Quarter 4	S1. E19 Manipulatives <i>Volley, Underhand</i>	3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. 4 – Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	
Quarter 4	Concept 1: Planning Plan strategies to guide inquiry using technology.	3- PO 1. Determine key words for use in information searches 4- PO 1. Determine key words for use in information searches	
Quarter 4	Sc1.E23 Manipulatives <i>In Combination with Locomotor</i>	3 – Emerging outcomes first appear in grade 4. 4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments. 5 - Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).	
Quarter 4	S3.E7 Nutrition	3 – Identifies foods that are beneficial for before and after physical activity. 4 – Discusses the importance of hydration and hydration choices relative to physical activities. 5 - Analyzes the impact of food choices relative to physical activity, youth sports & personal health.	

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