<table>
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<tr>
<th>Week 1-4</th>
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<th>Personal &amp; Social Responsibility</th>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) Why is it important to work cooperatively with peers to achieve a goal?</td>
<td>1) How can I demonstrate critical elements in locomotor and manipulative skills in physical activity?</td>
<td>1) What are the five health-related fitness components?</td>
<td>1) Why is it important to follow rules?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) Why is it important to set up goals in successful completion while working productively and respectfully with others?</td>
<td>1) How can I demonstrate mature forms in locomotor and manipulative skills in modified activities?</td>
<td>1) How do the five health-related fitness components apply to physical activity?</td>
<td>1) What is etiquette? 2) How does etiquette apply to rules and procedures?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) What is the relationship between respectful behavior and working with others in physical activity?</td>
<td>1) How can I demonstrate mature forms in locomotor and manipulative skills in dynamic environment?</td>
<td>1) What is the relationship between heart rate and cardiorespiratory fitness?</td>
<td>1) What are consequences if I don’t follow the rules?</td>
</tr>
</tbody>
</table>

**OPEN Module**: PSR Module  
**PSR Module**:  
**Plug & Play Fitness Module**: PSR Module  
**Activities**  
- Robotics Lab  
- Down and Back Relay  
- Machine Shop  
- Cooperative Triathlon  
- Foam Ball Frenzy  
- Cooperative Triathlon  
- Aerobic Pattern Perfection  
- Aerobic Build Break  
- Fitness UNO  
- Color Crushers  
- Reflection Perfection  
- Ice, Water, Stream  
- Machine Shop  
- Station Day  

**Assessment(s)**  
- Academic Language  
- DOK Questions  
- Self-Assessment  
- Holistic Performance Rubric  
- DOK Exit Slip  
- Self-Assessment  
- Holistic Performance Rubric  

**Focused Standards Gr 3 (Codes Only)**  
- S4.[3.c]  
- S1.[3.a]  
- S3.[3.a]  
- S4.[3.a]  

**Focused Standards Gr 4 (Codes Only)**  
- S4.[4.a]  
- S1.[4.a]  
- S3.[4.a]  
- S4.[4.c]  

**Focused Standards Gr 5 (Codes Only)**  
- S4.[5.e]  
- S1.[5.a]  
- S3.[5.f]  
- S4.[5.a]  

**Notes**
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<thead>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) Why is identifying activity levels important in PE?</td>
<td>1) How can I use the health-related fitness components in each physical activity?</td>
<td>1) How does energy balance relate to good nutrition and physical activity?</td>
<td>1) How do I apply rules and guidelines to appropriate behavior?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) What is the relationship between MVPA and energy balance?</td>
<td>1) How can I create a SMART goal that improves my health-related fitness components?</td>
<td>1) How does the body use each macronutrient?</td>
<td>1) What is integrity? 2) Why is integrity important in physical activity settings?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) Why is 60 minutes of moderate to vigorous daily physical activity important to my health?</td>
<td>1) How can I use SMART goals to start a fitness plan and reflect on my personal fitness?</td>
<td>1) How can portion size affect my body?</td>
<td>1) Why is it important to understand and follow safety rules in fitness and physical activities?</td>
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**OPEN Module**

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<tr>
<td>Activities</td>
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<tr>
<td>• 1-Minute Fitness Challenges</td>
<td>• Plank Tag</td>
<td>• Plank Tag</td>
<td>• Invisible Dumbbells</td>
</tr>
<tr>
<td>• Invisible Dumbbells</td>
<td>• 1-Minute Challenges</td>
<td>• Walk and Talk Cool-Down</td>
<td>• Dice Stretch</td>
</tr>
<tr>
<td>• Roll the Dice</td>
<td>• Dice Stretch</td>
<td>• Food Card Warm-up</td>
<td>• Dynamic Warm-Up</td>
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<tr>
<td></td>
<td>• Dynamic Warm-Up</td>
<td>• Roll the Dice</td>
<td>• Skill-Related Fitness Challenges</td>
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<tr>
<td>Assessment(s)</td>
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<tr>
<td>• Student Fitness Portfolio</td>
<td>• Holistic Performance Rubric</td>
<td>• Student Fitness Portfolio</td>
<td>• Holistic Performance Rubric</td>
</tr>
<tr>
<td>• Academic Lang Quiz</td>
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<td>• DOK Questions</td>
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**Focused Standards**

<table>
<thead>
<tr>
<th>Grades 3 - 5 (Codes Only)</th>
<th>PE=Physical Education MVPA=Moderate to Vigorous Activity</th>
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</tr>
<tr>
<td>S3.[4.c]</td>
<td>S5.[4.c]</td>
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<td>S3.[5.c]</td>
<td>S5.[5.c]</td>
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<tr>
<td>S5.[5.c]</td>
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</tbody>
</table>

**Notes**

SMART=Specific, Measurable, Attainable, Realistic, Timely
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<th>Motor Skills</th>
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<th>Personal &amp; Social Responsibility</th>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) What is important to know when moving to open space?</td>
<td>1) What can I do to demonstrate the critical elements of dribbling a soccer ball?</td>
<td>1) What can I do to incorporate health-related components in each activity?</td>
<td>1) How can I demonstrate communication and working cooperatively with my peers?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) Why is it important to understand the difference between opening and closing space?</td>
<td>1) What can I do to demonstrate mature patterns of dribbling with my non-dominant and dominant foot?</td>
<td>1) How does cardiorespiratory system relate to movement skills?</td>
<td>1) Why is working productively with a partner and others important?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) What is force? 2) Why is force and accuracy effective when striking a ball?</td>
<td>1) What can I do to demonstrate mature patterns in dynamic situations?</td>
<td>1) Why should I calculate my heart rate during physical activities?</td>
<td>1) What is the importance of inclusion in soccer?</td>
</tr>
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**OPEN Module**

**Soccer Skills Module**

**Plug & Play Fitness Module**

**Soccer Skills Module**

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<thead>
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<tr>
<td>Keep Away</td>
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<tr>
<td>Soccer Tag</td>
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<tr>
<td>Shooting Thunder</td>
<td>Holistic Performance Rubric</td>
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<tr>
<td>Keep Away</td>
<td>DOK Exit Slip</td>
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<tr>
<td>Windows</td>
<td>Holistic Performance Rubric</td>
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<tr>
<td>Soccer Golf</td>
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<tr>
<td>Station Day</td>
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<tr>
<td></td>
<td>Aerobic Treasure Grab</td>
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**Focused Standards Gr 3 (Codes Only)**

- S2.[3.a]
- S1.[3.a]
- S3.[3.b]
- S4.[3.c]

**Focused Standards Gr 4 (Codes Only)**

- S2.[4.f]
- S1.[4.a]
- S2.[4.a]
- S4.[4.a]

**Focused Standards Gr 5 (Codes Only)**

- S2.[5.c]
- S1.[5.a]
- S3.[5.e]
- S4.[5.d]

**Notes**
## Week 13-16

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<th>Motor Skills</th>
<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How can my muscles and bones help my body perform each physical activity?</td>
<td>1) How can I perform gymnastic sequences using jumps, rolls, balances, and weight transfer skills?</td>
<td>1) How can I identify health-related components in each physical activity?</td>
<td>1) Why is it important to be safe and follow the rules in gymnastics?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Essential Questions Gr 4</th>
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<th>Motor Skills</th>
<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What bones and muscles do I need to perform each physical activity?</td>
<td>1) Why is knowing different gymnastic skills important to perform a sequence?</td>
<td>1) What activities can improve my health-related fitness?</td>
<td>1) What can I do to apply the rules to each physical activity?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions Gr 5</th>
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<th>Motor Skills</th>
<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How can I perform specific movements using my body systems, bones, and muscles?</td>
<td>1) How can I create smooth transitions when performing gymnastic sequences?</td>
<td>1) Using my fitness data, how can I identify what I need to do to increase my personal fitness?</td>
<td>1) What is one rule I need to create and know to provide safety?</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>OPEN Module</th>
<th>Educational Gymnastics Module</th>
<th>Educational Gymnastics Module</th>
<th>Educational Gymnastics Module</th>
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### Activities

A complete module aligned to the Virginia Standards of Learning is currently under development.

### Assessment(s)

Currently Under Development

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<table>
<thead>
<tr>
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<table>
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<th>S1.[5.b]</th>
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### Notes
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<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) What will happen if I leave too much open space on one side of the net?</td>
<td>1) What can I do to demonstrate the critical elements of striking a ball?</td>
<td>1) How can I maintain a moderate to vigorous activity level in each physical activity?</td>
<td>1) Why is it important to communicate with others when working on the same goal?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) How can I close space to be more successful at returning the ball?</td>
<td>1) What can I do to demonstrate mature patterns of striking a ball?</td>
<td>1) How can I control my energy to stay in a moderate to vigorous activity level?</td>
<td>1) What can I do to work productively and respectfully with others on a goal?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) How can I optimize the use of the space to gain an advantage? 2) How can I use force and accuracy to improve my skill?</td>
<td>1) How can I strike the ball using a mature pattern in a dynamic and unpredictable situation?</td>
<td>1) What can I do to stay active for 60 minutes a day at a moderate to vigorous activity level?</td>
<td>1) How can I demonstrate respectful behavior in a physical activity setting?</td>
</tr>
</tbody>
</table>

**OPEN Module**

- Pickleminton Module

**Activities**

- Pancake Flipper
- Birdie in the Cage
- Time to get SMART
- 1v1 Pickleminton
- 2v2 Pickleminton

- Birdie in the Cage
- Splat the Spot
- Peer Assessment
- 1v1 Pickleminton

- Aerobic Build & Break
- Team Triangle Tag
- Core Balance Tag

- Hello Paddle
- Time to Get SMART
- 2v2 Pickleminton
- Station Day

**Assessment(s)**

- Academic Language Quiz
- DOK Questions

- Peer Assessment
- Self-Assessment
- Performance Rubric

- DOK Exit Slips

- Self-Assessment
- Performance Rubric
- SMART Goal Guidelines

**Focused Standards Gr 3 (Codes Only)**

- S2.[3.a]
- S1.[3.a]
- S3.[3.d]
- S4.[3.c]

**Focused Standards Gr 4 (Codes Only)**

- S2.[4.f]
- S1.[4.a]
- S5.[4.g]
- S4.[4.a]

**Focused Standards Gr 5 (Codes Only)**

- S1.[5.d,e,f]
- S1.[5.a]
- S5.[5.f]
- S5.[5.e]
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<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) What are the components of the cardiorespiratory system?</td>
<td>1) What 4 jumps did I combine into my self-turn rope sequence?</td>
<td>1) Why is it important to know that I am in control of my MVPA?</td>
<td>1) How did I provide feedback to my classmates?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) How does jump-rope relate to cardiorespiratory endurance?</td>
<td>1) What did I incorporate into my jump-rope routine?</td>
<td>1) How much energy do I have to stay in a specific MVPA level?</td>
<td>1) How did I use feedback to demonstrate etiquette in PE?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) What can I do to check my heart rate?</td>
<td>1) How can I include rhythm to my jump-rope routine?</td>
<td>1) Why is it important to engage in 60 minutes of MVPA?</td>
<td>1) Why is inclusion important in PE settings?</td>
</tr>
</tbody>
</table>

**OPEN Module**
- Jump Rope Module
- Plug & Play Fitness Module
- Jump Rope Module

**Activities**
- Back to Basics
- Creative Mode Stations
- Jump Rope Battle Bags
- Match Me If You Can
- Long Rope Basics
- Survival Mode Stations
- Jump Routines
- Free Foam Ball Fitness
- Aerobic Treasure Grab
- Fitness Uno
- Jump Rope Battle Bags
- Long Rope Rhymes
- Jump Routines
- Station Day

**Assessment(s)**
- Academic Language Quiz
- DOK Questions
- Jump Rope Routine Task Card
- Self-Assessment Worksheet
- Performance Rubric
- DOK Exit Slips
- Performance Rubric

**Focused Standards Gr 3 (Codes Only)**
- S2.[3.c]
- S1.[3.b]
- S3.[3.d]
- S4.[3.e]

**Focused Standards Gr 4 (Codes Only)**
- S2.[4.a]
- S1.[4.g]
- S5.[4.g]
- S4.[4.c]

**Focused Standards Gr 5 (Codes Only)**
- S3.[5.f]
- S1.[5.c]
- S5.[5.f]
- S4.[5.d]

**Notes**
- MPVA=Moderate to Vigorous Activity
- PE=Physical Education
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<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) Why is it important to know how to open up space during basketball activities?</td>
<td>1) What are the critical elements to dribbling a basketball?</td>
<td>1) Why are health-related fitness components important?</td>
<td>1) Why is communication and cooperation with my peers important in basketball?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) What is one way I can close space between an opposing player and the hoop?</td>
<td>1) How can I demonstrate mature patterns of dribbling with non-dominant and dominant hand?</td>
<td>1) How are the lungs, heart, and blood vessels related to the cardiorespiratory system?</td>
<td>1) Why is productively working with others help my performance in basketball?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) How can dribbling to open space create opportunities for success in passing and shooting?</td>
<td>1) How can I demonstrate mature pattern in dynamic situations?</td>
<td>1) What can knowing about my heart rate before, during, and after physical activities tell me?</td>
<td>1) How can I include others in basketball related activities?</td>
</tr>
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**OPEN Module**

**Basketball Skills Module**
- Dribble Triathlon
- Hand Skills
- Dribble Tag
- Driver’s Test
- 3 v 3 Bounce Ball

**Plug & Play Fitness Module**
- Dribble Triathlon
- Hand Skills
- Dribble Tag
- Driver’s Test
- Knuckle Collectors
- Passing Triathlon
- Team Triangle Tag
- Color Crushers
- Plank-Tap Relay
- Self-Assessment Quiz
- DOK Questions
- Academic Language Quiz
- DOK Exit Slips
- Performance Rubric

**Focused Standards**

**Grades 3** (Codes Only)
- S2.[3.a]
- S1.[3.a]
- S3.[3.b]
- S4.[3.c]

**Grades 4** (Codes Only)
- S2.[4.f]
- S1.[4.a]
- S2.[4.a]
- S4.[4.a]

**Grades 5** (Codes Only)
- S1.[5.d]
- S1.[5.a]
- S3.[5.e]
- S4.[5.d]

**Notes**
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<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) How can I use the open space to practice my dance skills?</td>
<td>1) How can I demonstrate dance skills using different locomotor skills?</td>
<td>1) What is one way to use a health-related fitness component in an activity?</td>
<td>1) What is one way I can have fun in dance?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) Why is it important to pace your steps in a dance sequence?</td>
<td>1) What types of movement patterns can I include in a dance sequence?</td>
<td>1) How can I perform physical and fitness activities outside of PE?</td>
<td>1) What is one way I can resolve an issue about the dance sequence?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) How can I use general space to perform my dance sequence with music?</td>
<td>1) How can I use the rhythm of music to perform a dance sequence?</td>
<td>1) How can the FITT principle be included in each physical activity?</td>
<td>1) Why is it important to be respectful when performing or observing other dances?</td>
</tr>
</tbody>
</table>

**OPEN Module**

- Dance Module
- Dance Module
- Plug & Play Fitness Module
- Dance Module

**Activities**

- Cha Cha Slide
- Cupid Shuffle
- Space Jam
- Fjaskern
- Looking Up
- Virginia Reel
- Counting 8s
- Dancin’ Train
- Trolls September
- Can’t Stop the Feeling
- Virginia Reel
- Hip Hop Virginia Reel
- Aerobic Treasure Grab
- Fitness Uno
- Free Foam Ball Fitness
- Space Jam
- Fjaskern
- Looking Up
- Virginia Reel
- Hip Hop Virginia Reel

**Assessment(s)**

- Academic Language Quiz
- DOK Questions
- Self-Assessment Worksheet
- Holistic Performance Rubric
- Holistic Dual Performance Rubric
- DOK Exit Slips
- Holistic Performance Rubric
- Holistic Dual Performance Rubric

**Focused Standards Gr 3 (Codes Only)**

- S2.[3.a]
- S1.[3.c,e]
- S3.[3.c]
- S4.[3.f]

**Focused Standards Gr 4 (Codes Only)**

- S1.[4.e]
- S1.[4.b]
- S3.[4.d]
- S4.[4.b]

**Focused Standards Gr 5 (Codes Only)**

- S1.[5.d]
- S1.[5.c]
- S3.[5.d]
- S4.[5.e]

**Notes**

- PE=Physical Education
- FITT=Frequency, Intensity, Time, Type
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<th>Motor Skills</th>
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<th>Personal &amp; Social Responsibility</th>
</tr>
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<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) How can I use open space to work on specific skills?</td>
<td>1) What can I do to demonstrate the critical elements of using a lacrosse stick?</td>
<td>1) How can muscular endurance and strength be important in personal fitness?</td>
<td>1) How can I work cooperatively with my group members in lacrosse?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) What is one way I can close space to retrieve the ball?</td>
<td>1) What can I do to demonstrate mature patterns of throwing and catching using a lacrosse stick?</td>
<td>1) What bones and muscles can help improve my muscular strength and endurance?</td>
<td>1) How can I work productively with others to be successful in a lacrosse activity?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) How can I demonstrate skills to keep possession of the ball in open space?</td>
<td>1) How can I demonstrate receiving the ball with a lacrosse stick in dynamic situations?</td>
<td>1) What is one way that the FITT principle can help my personal fitness?</td>
<td>1) Why is it important to include every player on the team?</td>
</tr>
</tbody>
</table>

**OPEN Module**

- Lacrosse Module
- Lacrosse Module
- Plug and Play Fitness Module
- Lacrosse Module

**Activities**

- Yum Yum Yum
- Musical Lacrosse
- Lax Tag
- Sharks in the Sea

- Clean Your Yard
- Musical Lacrosse
- Target Practice
- Partner Toss & Catch
- Lacrosse Stations

- Fitness UNO
- Aerobic Build and Break
- Free Foam Ball Fitness

- Clean Your Yard
- Target Practice
- Partner Toss and Catch
- Lacrosse Basketball

**Assessment(s)**

- Academic Language Quiz
- Performance Rubric
- DOK Questions

- Self-Assessment Worksheet
- Performance Rubric

- DOK Exit Slips
- Self-Assessment Worksheet
- Performance Rubric

**Focused Standards Gr 3 (Codes Only)**

- S2.[3.a]
- S1.[3.a]
- S3.[3.b]
- S4.[3.c]

**Focused Standards Gr 4 (Codes Only)**

- S2.[4.f]
- S1.[4.a]
- S2.[4.e]
- S4.[4.a]

**Focused Standards Gr 5 (Codes Only)**

- S1.[5.d]
- S1.[5.a]
- S3.[5.d]
- S4.[5.d]

**Notes**

- FITT=Frequency, Intensity, Time, Type
<table>
<thead>
<tr>
<th>Week 37-40</th>
<th>Cognitive</th>
<th>Motor Skills</th>
<th>Fitness</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions Gr 3</td>
<td>1) Why is safety important when striking with an implement?</td>
<td>1) How can does force, direction, and point of contact change the way I strike with an implement?</td>
<td>1) How does health related fitness affect my performance in bat and ball games?</td>
<td>1) Why is knowing the rules of safety important in creating a cooperative learning environment?</td>
</tr>
<tr>
<td>Essential Questions Gr 4</td>
<td>1) What are the critical skill elements used for throwing, catching, and striking?</td>
<td>1) How does body alignment and rotation affect throwing and striking?</td>
<td>1) What activities can I do at home to improve muscular strength to help improving striking?</td>
<td>1) How is the etiquette followed when playing bat and ball games?</td>
</tr>
<tr>
<td>Essential Questions Gr 5</td>
<td>1) What is Moderate of Vigorous Physical Activity (MVPA) and how does it affect my energy balance?</td>
<td>1) How can I improve the accuracy of my throws?</td>
<td>1) What Bat and Ball games can I play outside of class to increase or maintain physical activity levels?</td>
<td>1) Why is respectful behavior important when playing small-sided games with my classmates?</td>
</tr>
</tbody>
</table>

**OPEN Module**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Assessment(s)</th>
<th>Focused Standards Gr 3 (Codes Only)</th>
<th>Focused Standards Gr 4 (Codes Only)</th>
<th>Focused Standards Gr 5 (Codes Only)</th>
<th>Notes</th>
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<tr>
<td>Bat and Ball Games</td>
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<td>MVPA=Moderate to Vigorous Physical Activity</td>
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<tr>
<td>• Throw-Run Derby</td>
<td>• Performance Rubric</td>
<td>• S1.[3.a]</td>
<td>• S1.[4.a]</td>
<td>• S5.[5.f]</td>
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<tr>
<td>• Home-Run Derby</td>
<td>• Self-Assessment</td>
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<td>• S1.[4.a]</td>
<td>• S2.[5.b]</td>
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<tr>
<td>• Two Ball Tossers</td>
<td>• Performance Rubric</td>
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<td>• S3.[4.d]</td>
<td>• S3.[5.a]</td>
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<tr>
<td>• Brannboll</td>
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<td>• Baseball Tag</td>
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<tr>
<td>• Sandlot Baseball</td>
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<td>• Circle Sandlot Stations</td>
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**Notes**

MVPA=Moderate to Vigorous Physical Activity