

Snowden Farm Elementary School

# Physical Education

**Jan-Mar 2025**

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Dear Parents and Guardians,

Hello! We are excited to share important information about our Physical Education program for Marking Period 3. If you would like to review what concepts will be taught to your child for marking period 3 on a week by week basis, please look at the outlines below for each grade level.

We are proud of our PE program here at Snowden Farm and we are dedicated to providing a well-rounded and engaging Physical Education program for your child. If you have any questions or concerns, please feel free to reach out to Mr. Benco or Mr Healy.

Thank you for your continued support in promoting the importance of physical activity and a healthy lifestyle. An upcoming event to make mention of is that we will be having our annual Kids Heart Challenge in **February of 2025**.

The website to register for the event is [heart.org/khc](https://heart.org/khc)

**Sincerely,**

Mr. Benco/Mr. Healy

Physical Education Teachers, Snowden Farm Elementary School

[thomas\\_m\\_benco@mcpsmd.org](mailto:thomas_m_benco@mcpsmd.org)

## Marking Period 3

Weeks		Kindergarten	1st Grade	2nd Grade
<b>Overall Themes</b>		<p>Follows instruction and directions when prompted. <a href="#">S4.GK.3</a> (PSR)</p> <p>Follows teacher directions for safe participation with minimal reminders. <a href="#">S4.GK.6b</a> (PSR)</p>	<p>Responds appropriately to feedback from the teacher. <a href="#">S4.G1.3</a> (PSR)</p> <p>Follows teacher directions for safe participation without reminders. <a href="#">S4.G1.6b</a> (PSR)</p>	<p>Accepts skill-specific corrective feedback from the teacher. <a href="#">S4.G2.3</a> (PSR)</p> <p>Works safely with Physical Education equipment. <a href="#">S4.G2.6b</a> (PSR)</p>
		<p>Identifies physical activities that are enjoyable. <a href="#">S5.Gk.3a</a> (HEPFA)</p>	<p>Describes positive feelings that result from participating in physical activities. <a href="#">S5.G1.3a</a> (HEPFA)</p>	<p>Identifies physical activities that provide Self-expression. <a href="#">S5.G2.3a</a> (HEPFA)</p>
<b>1-3</b>		<p>Maintains balance on different bases of support. <a href="#">S1.GK.5a</a> (MSC)</p> <p>Forms wide, narrow, curled, and twisted body shapes. <a href="#">S1.GK.5b</a> (MSC)</p>	<p>Maintains balance on different bases of support with different body shapes. <a href="#">S1.G1.5</a> (MSC)</p> <p>Transfers weight from one body part to another in personal space in dance and gymnastics environments. <a href="#">S1.G1.6</a> (MSC)</p>	<p>Balances on different bases of support, combining levels and shapes. <a href="#">S1.G2.5a</a> (MSC)</p> <p>Balances in an inverted position with stillness and supportive base. <a href="#">S1.G2.5b</a> (MSC)</p> <p>Transfers weight from feet to different body parts/bases of support for balance. <a href="#">S1.G2.6</a> (MSC)</p>
<b>4-6</b>		<p>Demonstrates rolling sideways in a narrow body shape. <a href="#">S1.GK.7</a></p> <p>Contrasts the actions of curling and stretching. <a href="#">S1.GK.8</a> (MSC)</p>	<p>Demonstrates rolling with a narrow or curled body shape. <a href="#">S1.G1.7</a> (MSC)</p> <p>Demonstrates twisting, curling, bending, and stretching actions. <a href="#">S1.G1.8</a> (MSC)</p>	<p>Demonstrates rolling in different directions with either a narrow or curled body shape. <a href="#">S1.G2.7</a> (MSC)</p> <p>Differentiates among twisting, curling, bending, and stretching actions. <a href="#">S1.G2.8</a> (MSC)</p> <p>Combines balances and transfers into a three-part sequence. <a href="#">S1.G2.9</a> (MSC)</p>
<b>7-9</b>		<p>Performs locomotor skills in response to teacher-led creative dance. <a href="#">S1.GK.4</a> (MSC)</p>	<p>Combines locomotor and non-locomotor skills in a teacher-designed dance. <a href="#">S1.G1.4</a> (MSC)</p>	<p>Performs a rhythmic activity with correct response to simple rhythms. <a href="#">S1.G2.4</a> (MSC)</p>
		<p>Recognizes that when you move fast, your heart beats faster and you breathe faster. <a href="#">S3.GK.3a</a> (HEPFA)</p> <p>Identifies at least one location on the body to find a heartbeat using two fingers. <a href="#">S3.GK.3b</a> (HEPFA)</p>	<p>Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. <a href="#">S3.G1.3a</a> (HEPFA)</p> <p>Identifies the speed in which their heart is beating. <a href="#">S3.G1.3b</a> (HEPFA)</p>	<p>Uses own body as resistance for developing strength. <a href="#">S3.G2.3a</a> (HEPFA)</p> <p>Identifies physical activities that contribute to fitness. <a href="#">S3.G2.3b</a> (HEPFA)</p> <p>Practices estimating their heart rate. <a href="#">S3.G2.3c</a> (HEPFA)</p>

## Marking Period 3

Weeks	3rd Grade	4th Grade	5th Grade	
<b>Overall Themes</b>	<p>Accepts and implements skill-specific corrective feedback from the teacher. <a href="#">S4.G3.3</a> (PSR)</p> <p>Works cooperatively with others. <a href="#">S4.G3.4a</a> (PSR)</p> <p>Praises others for their success in movement performance. <a href="#">S4.G3.4b</a> (PSR)</p>	<p>Listens respectfully to corrective feedback from others. <a href="#">S4.G4.3</a> (PSR)</p> <p>Includes players of all skill levels into the physical activity. <a href="#">S3.G4.4b</a> (PSR)</p> <p>Praises the movement performance of others, both more skilled and less skilled. <a href="#">S4.G4.4a</a> (PSR)</p>	<p>Gives corrective feedback respectfully to peers. <a href="#">S4.G5.3</a> (PSR)</p> <p>Accepts, recognizes, and actively involves others in physical activities and group projects. <a href="#">S4.G5.4</a> (PSR)</p>	
	<p>Describes the concept of fitness and provides examples of physical activity to enhance fitness. <a href="#">S3.G3.3a</a> (HEPFA)</p> <p>Calculates heart rate per minute. <a href="#">S3.G3.3c</a> (HEPFA)</p> <p>Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. <a href="#">S3.G3.3d</a> (HEPFA)</p>	<p>Identifies the components of health-related fitness. <a href="#">S3.G4.3a</a> (HEPFA)</p> <p>Calculates heart rate per minute and records the results. <a href="#">S3.G4.3c</a> (HEPFA)</p> <p>Discusses and performs specific activities that show the FITT principle and guidelines of intensity, type, and time. <a href="#">S3.G4.3d</a> (HEPFA)</p>	<p>Differentiates between skill-related and health-related fitness. <a href="#">S3.G5.3a</a> (HEPFA)</p> <p>Evaluates varying heart rates based on activity levels. <a href="#">S3.G5.3c</a> (HEPFA)</p> <p>Explains and applies the principles of the FITT component to develop a short-term fitness goal. <a href="#">S3.G5.3d</a> (HEPFA)</p>	
	<p>Reflects on the reasons for enjoying selected physical activities. <a href="#">S5.G3.3</a> (HEPFA)</p>	<p>Ranks the enjoyment of participating in different physical activities. <a href="#">S5.G4.3</a> (HEPFA)</p>	<p>Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. <a href="#">S5.G5.3</a> (HEPFA)</p>	
	<b>1-3</b>	<p>Jumps and lands in the horizontal and vertical planes using mature patterns. <a href="#">S1.G3.3</a> (MSC)</p> <p>Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. <a href="#">S1.G3.29</a> (MSC)</p>	<p>Uses spring and step takeoffs and landings specific to gymnastics. <a href="#">S1.G4.3</a> (MSC)</p> <p>Creates a jump-rope routine with either a short or a long rope. <a href="#">S1.G4.29</a> (MSC)</p>	<p>Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments. <a href="#">S1.G5.3</a> (MSC)</p> <p>Creates a jump-rope routine with a partner. <a href="#">S1.G5.29</a> (MSC)</p>
	<b>4-6</b>	<p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. <a href="#">S1.G3.6</a></p> <p>Transfers weight from feet to hands for momentary weight support. <a href="#">S1.G3.7</a> (MSC)</p> <p>Moves in and out of gymnastics balance with curling, twisting, and stretching actions. <a href="#">S1.G3.8</a> (MSC)</p>	<p>Balances on different bases of support on an apparatus, demonstrating levels and shapes. <a href="#">S1.G4.6</a> (MSC)</p> <p>Transfers weight from feet to hands, varying speeds and using large extensions. <a href="#">S1.G4.7</a> (MSC)</p> <p>Moves in and out of balances on an apparatus with curling, twisting, and stretching actions. <a href="#">S1.G4.8</a> (MSC)</p> <p>Combines traveling with balance and weight transfers to create a gymnastics sequence. <a href="#">S1.G4.10</a> (MSC)</p>	<p>Combines balance and transferring weight in a gymnastics sequence. <a href="#">S1.G5.6</a> (MSC)</p> <p>Transfers weight in a gymnastics environment. <a href="#">S1.G5.7</a> (MSC)</p> <p>Performs curling, twisting, and stretching actions with correct application in dance and gymnastics. <a href="#">S1.G5.8</a></p> <p>Combines actions, balances, and weight transfers to create a gymnastics sequence. <a href="#">S1.G5.10</a> (MSC)</p>
<b>7-9</b>	<p>Performs developmentally appropriate dance steps and movement patterns. <a href="#">S1.G3.4</a> (MSC)</p> <p>Combines locomotor skills and movement concepts to create and perform a dance. <a href="#">S1.G3.9</a> (MSC)</p> <p>Combines balance and weight transfers with movement concepts to create and perform a dance. <a href="#">S1.G3.10</a> (MSC)</p>	<p>Combines locomotor movement patterns and dance steps to create and perform an original dance. <a href="#">S1.G4.4</a> (MSC)</p> <p>Combines locomotor skills and movement concepts to create and perform a dance with a partner. <a href="#">S1.G4.9</a> (MSC)</p>	<p>Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. <a href="#">S1.G5.4</a> (MSC)</p> <p>Combines locomotor skills and movement concepts to create and perform a dance with a group. <a href="#">S1.G5.9</a> (MSC)</p>	