

Snowden Farm Elementary School

Physical Education

Apr-Jun 2025

Dear Parents and Guardians,

We are excited to share important information about our Physical Education program for Marking Period 4. If you would like to review what concepts will be taught to your child for marking period 4 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!

Sincerely,

Mr. Benco

Physical Education Teacher, Snowden Farm Elementary School

thomas_m_benco@mcpsmd.org

Grades K-2

Marking Period 4				
Weeks	Pre-K	Kindergarten	1st Grade	2nd Grade
Overall Themes:	<p>Exhibits strategies for dealing with conflicts, such as sharing, taking turns, and compromising. S4.PK.4 (PSR)</p> <p>Shows awareness for the established protocol for classroom activities. S4.PK.5 (PSR)</p> <p>Appropriately handles materials and equipment. S4.PK.6a (PSR)</p>	<p>Shares equipment and space with others. S4.GK.4 (PSR)</p> <p>Recognizes the established protocol for class activities. S4.GK.5</p> <p>Properly uses equipment with minimal reminders. S4.GK.6a (PSR)</p>	<p>Works independently with others in a variety of class environments. S4.G1.4 (PSR)</p> <p>Exhibits the established protocols for class activities. S4.G1.5 (PSR)</p> <p>Properly uses equipment without reminders. S4.G1.6a (PSR)</p>	<p>Works independently with others in partner environments. S4.G2.4 (PSR)</p> <p>Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.G2.5 (PSR)</p> <p>Works independently and safely in Physical Education. S4.G2.6a (PSR)</p>
	<p>Shows satisfaction or seeks acknowledgement when completing a task or solving a problem. S5.Pk.3b (PSR)</p>	<p>Discusses the enjoyment of playing with others. S5.GK.3b (PSR)</p>	<p>Discusses personal reasons for enjoying physical activity. S5.G1.3b (PSR)</p>	<p>Chooses personal reasons for enjoying physical activity. S5.G2.3b (PSR)</p>
1-3	<p>Volleys a lightweight object using different body parts. S1.PK.17 (MSC)</p>	<p>Volleys a lightweight object using different body parts, sending it upward. S1.GK.17 (MSC)</p> <p>Strikes a lightweight object with a short-handled implement S1.GK.18 (MSC)</p>	<p>Volleys an object with an open palm, sending it upward. S1.G1.17 (MSC)</p> <p>Strikes a ball with a short-handled implement, sending it upward. S1.G1.18 (MSC)</p>	<p>Volleys an object upward with consecutive hits. S1.G2.17 (MSC)</p> <p>Strike (volley) an object upward with a short-handled implement, using consecutive hits. S1.G2.18 (MSC)</p> <p>Strikes a stationary object demonstrating some of the critical elements. S1.G2.20 (MSC)</p>
4-6	<p>Catching with a short-handled implement becomes a developmentally appropriate practice beginning in kindergarten.</p> <p>Identifies foods that fuel your body. S3.PK.4a (HEPFA)</p> <p>Recognizes the relationship between nutrition and physical activity. S3.PK.4b (HEPFA)</p>	<p>Drops a ball and catches it with a short-handled implement before the ball bounces twice in a non-dynamic environment. S1.GK.19 (MSC)</p> <p>Recognizes that food provides energy for physical activity. S3.GK.4 (HEPFA)</p>	<p>Catches a variety of soft objects with a short-handled implement before it bounces in a non-dynamic environment. S1.G1.19 (MSC)</p> <p>Identifies nutrient dense foods. S3.G1.4 (HEPFA)</p>	<p>Catches an object with a short-handled implement in a non-dynamic environment, demonstrating some of the critical elements. S1.G2.19 (MSC)</p> <p>Recognizes the correlation of good nutrition with physical activity. S3.G2.4 (HEPFA)</p>

7-9	<p>Demonstrates a vertical jump and landing with balance. S1.PK.3 (MSC)</p> <p>Demonstrates jumping over a stationary rope several times. S1.PK.21 (MSC)</p>	<p>Performs horizontal and vertical jumping and landing actions with balance. S1.GK.3 (MSC)</p> <p>Executes a single jump with a self-turned rope. S1.GK.21a (MSC)</p> <p>Jumps a long rope with teacher-assisted turning. S1.GK.21b (MSC)</p>	<p>Demonstrates some critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings. S1.G1.3a (MSC)</p> <p>Demonstrates some critical elements for jumping and landing in a vertical plane. S1.G1.3b (MSC)</p> <p>Jumps forward or backward consecutively using a self-turned rope. S1.G1.21a (MSC)</p> <p>Jumps a long rope consecutively with teacher-assisted turning. S1.G1.21b (MSC)</p>	<p>Demonstrates most critical elements for jumping and landing in a horizontal plane using a variety of one and two foot takeoffs and landings. S1.G2.3a (MSC)</p> <p>Demonstrates most critical elements for jumping and landing in a vertical plane. S1.G2.3b (MSC)</p> <p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.G2.21a (MSC)</p> <p>Jumps a long rope consecutively with peer turners. S1.G2.21b (MSC)</p>
------------	--	--	---	---

Grades 3-5

Marking Period 4			
Weeks	3rd Grade	4th Grade	5th Grade
Overall Themes	<p>Recognizes the role of rules and etiquette in physical activity with peers. S4.G3.5 (PSR)</p> <p>Works independently and safely in physical activity settings. S4.G3.6 (PSR)</p>	<p>Exhibits etiquette and adherence to rules in a variety of physical activities. S4.G4.5 (PSR)</p> <p>Works safely with peers in physical activity settings. S4.G4.6 (PSR)</p>	<p>Critiques the etiquette involved in rules of various game activities. S4.G5.5 (PSR)</p> <p>Applies safety principles with age-appropriate physical activities. S4.G5.6 (PSR)</p>
	<p>Demonstrates, with teacher direction, the health-related fitness components. S3.G3.4 (HEPFA)</p>	<p>Completes pre and post health-related fitness assessments. S3.G4.4a (HEPFA)</p>	<p>Analyzes the results of a health-related fitness assessment (pre and post) comparing results to fitness components for good health. S3.G5.4a (HEPFA)</p>
	<p>Describes the positive social interactions that come when engaged with others in physical activity. S5.G3.4 (HEPFA)</p>	<p>Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities. S5.G4.4 (HEPFA)</p>	<p>Describes the social benefits gained from participating in physical activity outside of Physical Education. S5.G5.4 (MSC)</p>
1-3	<p>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 most of the critical elements. S1.G3.21 (MSC)</p> <p>Strikes an object with a short-handled implement while demonstrating most of the critical elements. S1.G3.23a (MSC)</p> <p>Strikes an object with a short-handled</p>	<p>Volleys underhand using a mature pattern in a non-dynamic environment. S1.G4.21 (MSC)</p> <p>Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating most of the critical elements. S1.G4.22 (MSC)</p> <p>Strikes an object with a short-handled implement while demonstrating a mature pattern. S1.G4.23a (MSC)</p>	<p>Volleys underhand using a mature pattern in a dynamic environment. S1.G5.21 (MSC)</p> <p>Volley a ball using a two-hand overhead pattern, sending it upward to a target. S1.G5.22 (MSC)</p> <p>Strikes consecutively with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. S1.G5.23 (MSC)</p>

	<p>implement, sending it forward over a low net or to a wall. S1.G3.23b (MSC)</p>	<p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. S1.G4.23b</p> <p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. S2.G4.3b (MSC)</p>	<p>Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. S2.G5.4b (MSC)</p>
<p>4-6</p>	<p>Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. S1.G3.24 (MSC)</p> <p>Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements. S1.G3.26 (MSC)</p>	<p>Catches a ball at different levels using a mature pattern in a non-dynamic environment while using a short-handled implement. S1.G4.24 (MSC)</p> <p>Throws with a long-handled implement, demonstrating most of the critical elements, in a non-dynamic environment for distance and/or force. S1.G4.26 (MSC)</p>	<p>Catches with reasonable accuracy in dynamic, small-sided games with both partners moving while using a short-handled implement. S1.G5.24</p> <p>Throws with a long-handled implement, using a mature pattern, to a partner or a target in a non-dynamic environment with accuracy S1.G5.26 (MSC)</p>
<p>7-9</p>	<p>Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements. S1.G3.25 (MSC)</p>	<p>Strikes an object with a long-handled implement while demonstrating most of the critical elements. S1.G4.25 (MSC)</p>	<p>Strikes a pitched ball, demonstrating a mature pattern. S1.G5.25</p> <p>Catches a batted ball at different levels using a mature pattern in a non-dynamic environment. S1.G5.15a (MSC)</p>