3rd-5th Grades | Physical Education | *Health Ed. 2026-2027 | Instructional Plan

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Course Overview	**Grades 3–5 Physical Education with integrated Health** builds on foundational skills to develop application, performance, and decision-making aligned to TEKS. Students refine movement skills, apply strategies in games, and deepen understanding of health concepts**.** Using the SPARK Physical Education curriculum, students engage in active, structured experiences that strengthen coordination, fitness, and confidence. Integrated Health TEKS are reinforced through instruction in hygiene, nutrition, safety, and emotional awareness, helping students understand how their daily choices impact their overall well-being. This course establishes the foundation for lifelong wellness and prepares students for continued success in upper elementary Health and Physical Education.
Course Standards	**Texas Essential Knowledge and Skills (TEKS)** **Third Grade** | Physical Education | Health Education **Fourth Grade** | Physical Education | Health Education **Fifth Grade** | Physical Education | Health Education
Instructional Materials	The **SPARK Physical Education & Health curriculum suite** is the approved instructional resource **for 3rd Grade through 05th Grades** and provides integrated instruction aligned to both Physical Education and Health TEKS. Alongside SPARK *Physical Education – SPARK *Healthy Living Choices curriculum resources utilize developmentally appropriate health content, including life skills, conflict resolution, nutrition, substance abuse prevention, safety, and fitness across all primary grade levels. Health and safety topics related to student well-being, including abuse prevention and personal safety, are supported through campus-based implementation led by counselors and school leaders using **state-endorsed and developmentally appropriate Board, .gov, and CDC resources**. Additionally, IDEA incorporates age-appropriate awareness of First Aid and CPR concepts aligned to guidance from the **American Heart Association** and other approved organizations. Instructional delivery integrates movement-based learning, guided discussion, and real-world application to ensure students develop both physical skills and the knowledge needed to make safe, healthy decisions.
Vertical Alignment Key	**PE standards are listed by grade level** (**Grade 03 §116.15**, **Grade 04 §116.16**, **Grade 05 §116.17**) to demonstrate vertical alignment across Grades 3–5.
Assessment(s)	◊ **IHT Monitors for MVPA** –| FDOS to LDOS | **2nd - 5th** Grade Only ◊ **FitnessGram (BOY) Baseline** | FDOS – October 30th | **3rd-5th** Grades Only ◊ **FitnessGram (EOY) Final** | 2nd Semester Jan 1st – April 09th | **3rd-5th** Grades Only ◊ **Unit Assessments** – SPARK provided in digital version for teachers at the end of each Unit. ◊ **TIA Eligible Course/Codes {Link}** ○ 02530007 **P.E. Grade 4,**

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Culture Days / Camps Schedule • 8–10 days (45-min) • 4–5 days (90-min) SPARK: routines, expectations, movement exploration	Teacher observation of routines and safe participation. SPARK Task Cards FitnessGram BOY (Oct 31)	3rd: §116.14(b)(6), (12–13) 4th: §116.15(b)(6), (12–13) 5th: §116.16(b)(6), (12–13) Safe participation, following multi-step directions, cooperation, and positive social interaction in structured physical activity settings.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
Introduction to PE and Health • 8–10 days (45-min) • 4–5 days (90-min) SPARK: safety signals, space awareness, equipment intro	Establish safety routines and expectations. SPARK Task Cards FitnessGram BOY (Oct 31)	3rd: §116.14(b)(6), (11), (12) 4th: §116.15(b)(6), (11), (12) 5th: §116.16(b)(6), (11), (12) Application of safety procedures, equipment handling, personal space awareness, and responsible participation in physical activity.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
01 - Fitness Challenges Foundations • 8–10 days (45-min) • 4–5 days (90-min) SPARK: aerobic games, circuits, pacing activities	Monitor effort and pacing. SPARK Unit Assessments FitnessGram BOY (Oct 31)	3rd: §116.14(b)(5), (6), (7) 4th: §116.15(b)(5), (6), (7) 5th: §116.16(b)(5), (6), (7) Health-related fitness components including endurance, pacing, and effort with understanding of physical activity benefits.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
02 - Cooperative Games & Application • 8–10 days (45-min) • 4–5 days (90-min) SPARK: team challenges, group problem solving	Observation of teamwork and strategy. SPARK Unit Assessments FitnessGram EOY (Apr 9)	3rd: §116.14(b)(4), (6) 4th: §116.15(b)(4), (6) 5th: §116.16(b)(4), (6) Application of movement skills in cooperative settings emphasizing teamwork,	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.

		communication, strategy, and responsible participation.	
03 - Aerobic Games for Capacity • 8–10 days (45-min) • 4–5 days (90-min) SPARK: aerobic games, circuits, pacing activities	Monitor effort and pacing. SPARK Unit Assessments FitnessGram BOY (Oct 31)	3rd: §116.14(b)(5), (6), (7) 4th: §116.15(b)(5), (6), (7) 5th: §116.16(b)(5), (6), (7) Health-related fitness components including endurance, pacing, and effort with understanding of physical activity benefits.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
04 - Chasing & Fleeing • 8–10 days (45-min) • 4–5 days (90-min) SPARK: tag games, dodging, spatial awareness	Performance-based observation. SPARK Task Cards	3rd: §116.14(b)(2), (4), (6) 4th: §116.15(b)(2), (4), (6) 5th: §116.16(b)(2), (4), (6) Locomotor movement patterns, spatial awareness, agility, and application of movement strategies in dynamic activities.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
05 - Basketball • 8–10 days (45-min) • 4–5 days (90-min) SPARK: dribbling, passing, small-sided games	Skill checks for control. SPARK Unit Assessments	3rd: §116.14(b)(1), (2), (4) 4th: §116.15(b)(1), (2), (4) 5th: §116.16(b)(1), (2), (4) Manipulative skills including dribbling and passing with control, coordination, and application in simple game situations.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
06 - Flying Disc (Throwing & Catching) • 8–10 days (45-min) • 4–5 days (90-min)	Target-based checks. SPARK Task Cards	3rd: §116.14(b)(1), (3), (4) 4th: §116.15(b)(1), (3), (4) 5th: §116.16(b)(1), (3), (4) Object control skills including throwing, catching, and	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and

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SPARK: partner throws, targets, disc skills		targeting with increasing accuracy and application in partner activities.	communication within physical activity.
07 - Soccer • 8–10 days (45-min) • 4–5 days (90-min) SPARK: dribbling, passing, kicking accuracy	Monitor control and accuracy. SPARK Unit Assessments	3rd: §116.14(b)(1), (2), (4) 4th: §116.15(b)(1), (2), (4) 5th: §116.16(b)(1), (2), (4) Foot-based manipulative skills including dribbling, passing, and kicking with control and application in small-sided games.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
08 – Racquets and Paddles (Striking & Volleying) • 8–10 days (45-min) • 4–5 days (90-min) SPARK: striking, volleying, paddle activities	Performance checks for timing and control. SPARK Task Cards	3rd: §116.14(b)(1), (3), (4) 4th: §116.15(b)(1), (3), (4) 5th: §116.16(b)(1), (3), (4) Striking and volleying skills with timing, control, and application using paddles and implements in structured activities.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
09 – Volleyball (Striking & Volleying)	Performance checks for timing and control. SPARK Task Cards	3rd: §116.14(b)(1), (3), (4) 4th: §116.15(b)(1), (3), (4) 5th: §116.16(b)(1), (3), (4) Striking and volleying skills with timing, control, and application using paddles and implements in structured activities.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)

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10 Dance • 8–10 days (45-min) • 4–5 days (90-min) SPARK: rhythm, jump rope patterns, movement sequences	Observation of coordination and sequencing. SPARK Unit Assessments FitnessGram EOY (Apr 9)	3rd: §116.14(b)(1), (2) 4th: §116.15(b)(1), (2) 5th: §116.16(b)(1), (2) Rhythm, coordination, timing, and sequencing of movement patterns with controlled execution and self-expression.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
11 Jump Rope • 8–10 days (45-min) • 4–5 days (90-min) SPARK: rhythm, jump rope patterns, movement sequences	Observation of coordination and sequencing. SPARK Unit Assessments FitnessGram EOY (Apr 9)	3rd: §116.14(b)(1), (2) 4th: §116.15(b)(1), (2) 5th: §116.16(b)(1), (2) Rhythm, coordination, timing, and sequencing of movement patterns with controlled execution and self-expression.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.
12 - Fitness Circuits • 8–10 days (45-min) • 4–5 days (90-min) SPARK: stations, endurance, strength activities	Monitor endurance and effort. SPARK Task Cards FitnessGram EOY (Apr 9)	3rd: §116.14(b)(5), (6), (7) 4th: §116.15(b)(5), (6), (7) 5th: §116.16(b)(5), (6), (7) Fitness development through stations emphasizing endurance, strength, pacing, and personal goal-setting.	3rd: §115.14(b)(1), (3) 4th: §115.15(b)(1), (3) 5th: §115.16(b)(1), (3) Decision-making, safety, and communication within physical activity.

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) for Physical Education and Health Education as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28. Standards are vertically aligned (**Grade 03 §116.15**, **Grade 04 §116.16**, **Grade 05 §116.17**).

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"Health Education TEKS are integrated" within Physical Education instruction through the SPARK Health Living Choices curriculum, ensuring developmentally appropriate coverage across all units.

Assessment Overview

Student learning is monitored through ongoing, performance-based assessment, including observation of skill development, participation, and application of movement and health concepts. Assessment data is used to inform instruction and support student growth. Formal state assessments (FitnessGram) is a Fitness "snapshot" of students current fitness levels across (7) components. Individuals assessment outcome will provide a unique result correlative to the student - of Healthy Fitness Zone, Need-Improvement, Needs Improvement-Health Ris (but is not used as a scored/graded) assessment. SPARK has built in UNIT exams with Teacher Answer Keys that can be used to assess students overall mastery, as needed.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction, expand on lessons or to meet the current reality of the campus operation. However, supplemental materials do NOT replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.