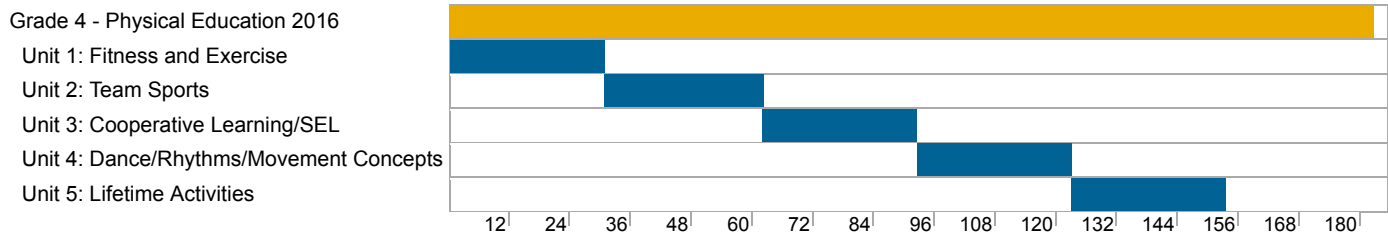


Grade 4 - Physical Education 2016 Curriculum Chart



Grade 4 - Physical Education 2016

Start day: 1

Meetings: 180 days

Description

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

- Motor Skills/Movement Patterns
- Application of concepts and strategies of recognition of benefits of physical activities
- Physical fitness and engagement in physical activity
- Social Responsibility, team building and working with others through physical activity

Course Resources

In order to access all links or worksheets in the boxes below, you must click on **"Show Content"** up to the right.

Shared Schoology Group

Non-Aligned Standards

6 Benefits of Physical Activity

- **Objective [PE 11-12 BPA] 6.11-12.4** 6.11-12.4 Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.

3 Fitness

- **Objective [PE 3-4 F] 3.3-4.4** 3.3-4.4 Regularly participate in physical activity for the purpose of improving one's

personal physical fitness.

3 Fitness

- **Objective [PE 5-6 F] 3.5-6.4** 3.5-6.4 Participate daily in some form of health-enhancing physical activity.

6 Benefits of Physical Activity

- **Objective [PE 9-10 BPA] 6.9-10.1** 6.9-10.1 Identify participation factors that contribute to enjoyment and self-expression in physical activity.

Grade 4 - Physical Education 2016 > Unit 1: Fitness and Exercise

Start day: 1

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will identify the five components of fitness
- I will identify areas of needed improvement from data (assessments/feedback), and with teacher assistance, develop strategies for progressing in those areas
- I will exhibit responsible behavior during independent/group situations (school norms, accepting, encouraging)
- I will challenge myself based on my individual level of fitness

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

Students should know:

- How to apply the movement concepts of speed, endurance and pacing for running
- Strategies for progress in fitness components
- The five components of health-related fitness (Cardio Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition using BMI)
- The importance of a warm-up and cool down relative to the cardio-respiratory fitness assessment

Skills (What Students Should Do)

Students should be able to:

- Apply the movement concepts of speed, endurance and pacing for running

- Run for distance using a mature pattern
- Create a jump-rope routine with either a short or long rope
- Complete fitness assessments
- Identify areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas
- Identify the five components of health-related fitness (Cardio Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition using BMI)
- Demonstrate warm-up and cool down relative to the cardio-respiratory fitness assessment

Misconceptions

When I start breathing heavily, I need to stop and rest!

It's okay to keep doing the same number of repetitions forand not challenge myself to do more.

Stretching/being flexible doesn't really help me to be more fit! Only gymnasts/dancers need to be flexible.

It's not important for me to practice fitness components throughout the year.

Spelling/Vocabulary

speed

endurance

pacing

running

health related fitness components (5)

cardio-respiratory

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-4th Grade Assessment Workbook/Fitness Portion Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoolology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-4th Grade Physical Education Assessment Spreadsheet

Other:**PACER Test**

1 =

2 =

3 =

4 =

5 =

Push-Ups Test

1 =

2 =

3 =

4 =

5 =

Curl-Ups Test

1 =

2 =

3 =

4 =

5 =

Sit and Reach test

1 =

2 =

3 =

4 =

5 =

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade 4 - Physical Education 2016 > Unit 2: Team Sports

Start day: 31

Meetings: 31 days

<u>Teacher Notes - Read First</u>
<u>Big Ideas/Enduring Understandings</u>
<ul style="list-style-type: none"> -I will exhibit etiquette and adhere to rules in a variety of physical activities -I will use a variety of physical activities to promote/develop strategies for positive social interaction with classmates -I will use sport-specific skills/strategies in a modified game situation
<u>Essential Questions</u>
How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?
<u>Concepts (What Students Should Know)</u>
Students should know:
<ul style="list-style-type: none"> -The concept/cues of striking (soccer, volleyball, floor hockey etc) -Modified game strategies (soccer, volleyball, floor hockey, basketball, handball, speedball etc)
<u>Skills (What Students Should Do)</u>
<ul style="list-style-type: none"> -Applies the concepts of direction and force when striking an object with a short-handled implement sending it toward a designated target -Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) -Applies the concept of closing spaces in small-sided practice tasks -Applies simple offensive strategies and tactics in chasing and fleeing activities -Applies simple defensive strategies/tactics in chasing and fleeing activities -Applies the movement concepts of speed, endurance and pacing for running -Recognizes the types of kicks needed for different games and sports situations -Kicks along the ground and in the air, and punts using mature patterns -Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball) -Throws overhand using a mature pattern in nondynamic environments -Throws overhand to a partner or at a target with accuracy at a reasonable distance -Throws to a moving partner with reasonable accuracy in a nondynamic environment -Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment -Dribbles in self space with both preferred and the nonpreferred hands using a mature pattern -Dribbles in general space with changes in direction and speed

- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed
- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting)
- Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences
- Uses spring-and-step take offs and landings specific to gymnastics (horizontal and vertical jumping and landing)
- Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through)
- Strikes an object with a short-handled implement while demonstrating a mature pattern
- Strikes an object with a short-handled implement alternating hits with a partner over a low net or against a wall
- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and student-designed small-sided practice-task
- Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern
- Moves into and out of balances on apparatus with curling, twisting and stretching actions
- Combining traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks
- Balances on different bases of support on apparatus, demonstrating levels and shapes
- Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel)
- Passes and receives ball with the insides of feet to a moving partner in a nondynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Misconceptions

Since I don't play baseball/football, I don't need to learn how to throw!

I can step with the wrong foot and still throw okay!

Learning to dribble (soccer/basketball) doesn't help me learn any other skill (e.g. balance, control, coordination).

Spelling/Vocabulary

open space

closed space

personal space

offensive strategies

defensive strategies

chasing activities

fleeing activities

dynamic environment

nondynamic environment

manipulative

apparatus

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-4th Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-4th Grade Physical Education Assessment Spreadsheet

Other:

Teamwork (Behavioral Expectations)

1 = Student displays 3 of 5 key points

2 = Student displays 4 of 5 key points

3 = Student displays 5 of 5 key points

4 = Student often displays key points in practice and/or game

5 = Student always displays key points in practice and/or game

Soccer

Dribbling with Feet Under Control

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Dribble with Feet Changing Direction and Speed

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Dribble with Feet Around Objects

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Trap With Foot

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Pass to Partner

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Throw-in

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Kick To Goal

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Volleyball

Set to Self or Partner

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Forearm Pass to self or partner

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Underhand Serve

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Consecutive Hits with Partner

1 = Student performs 1 hit with partner

2 = Student performs 2 consecutive hits with partner

3 = Student performs 3 consecutive hits with partner

4 = Student performs 4 consecutive hits with partner

5 = Student performs 5 consecutive hits with partner

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Diamond Sports

Overhand Throw

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Overhand Throw (various distances)

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Track and Catch (field) Thrown ball or struck ball

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Step into Ball While Hitting

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Demonstrates Safety Rules

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Gymnastics

Forward Roll To Stand

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Backward Roll to Stand

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Cartwheel

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Mount/Dismount

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Hurdle/Vault

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Squat-on/Squat through Vault

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Routine (7-10 skills on apparatus)

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student performs

5 = Student performs

Basketball

Bounce Pass

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Chest Pass

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Dribbling

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Set Shot

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

Pivot

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

Court Awareness

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points during game play

5 = Student always performs key points during game play

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same

- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships

Grade 4 - Physical Education 2016 > Unit 3: Cooperative Learning/SEL

Start day: 62

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will be socially responsible during activities in various group settings (norms/expectations)
- I will understand/engage in the different components of the learning process (various jobs/roles, strategies, reflection, sharing)
- I will promote positive social interactions with classmates while engaged in group activities
- I will use data/feedback to implement new strategies to be successful with classmates in various group settings

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

Students should know:

- Teamwork
- Acceptance
- Communication
- Responsibility/Accountability
- Challenges are part of the learning process
- Reflection

Skills (What Students Should Do)

- Actively engages in the activities of physical education class, both teacher-directed and independent
- Exhibits responsible behavior in independent group situations

- Reflects on personal, social behavior in physical activity
- Listens respectfully to corrective feedback from others (e.g., peers, adults)
- Praises the movement performance of others both more and less skilled
- Accepts players of all skill levels into physical activity
- Exhibits etiquette and adherence to rules in a variety of physical activities
- Works safely with peers and equipment in physical activity settings

Misconceptions

- I don't have to listen to someone else's ideas!
- Communication is not very important!
- I only want to work with my friends!
- We have to complete the activity as fast as we can!
- It's not okay to mess up! (Yes it is!...that's part of the learning proces)

Spelling/Vocabulary

- responsible behavior
- personal behavior
- respectful listening

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

- Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas
- Click on Show content for UDL Placemat of Digital Tools and Resources
- Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

- 4th Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.
- *As a reminder, you must have the "**Show Conent**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-4th Grade Physical Education Assessment Spreadsheet

Other:

Teamwork (Behavioral Expectations)

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

Cooperate in Non-Competitive Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

Cooperates in Group Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

Cooperates in Trust Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

Encourages Others

- 1 = Student does not encourage others
- 2 = Student rarely encourages others
- 3 = Student encourages others
- 4 = Student often encourages others
- 5 = Student always encourages others

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade 4 - Physical Education 2016 > Unit 4: Dance/Rhythms/Movement Concepts

Start day: 92

Meetings: 30 days

Teacher Notes - Read First**Big Ideas/Enduring Understandings**

- Physical activity involves using movement and motor skills throughout a lifetime
- Efficient movement improves performance
- Positive decision making about fitness and nutrition contributes to a healthy lifestyle
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction
- Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities for daily living for a lifetime

Essential Questions

- Why is the development of motor skills essential?

- Why are skills and game knowledge important to participate in physical activities/sports
- How does your movement affect your performance?
- How do you measure one's physical fitness?
- How do you maintain physical fitness?
- What are the characteristics of fair play
- What role does cooperation playing physical activities/sports
- How does physical education enhance social, mental, emotional and physical well-being?
- What makes physical activity meaningful?

Concepts (What Students Should Know)

What Students Should Know

- Locomotor and non-locomotor patterns can be combined in time with music
- How to choreograph and perform a dance and rhythm sequence to music in a small group (includes locomotor, non-locomotor, level, direction change, speed force)
- Performs at least one dance (folk, square swing, line, etc) taught in class
- Steps and movement patterns of at least one dance learned in class
- Develops and refines a creative dance sequence into a repeatable pattern
- Understands how the elements of movement (direction, level, time, force, flow and shape) can be used to express an idea, mood or feeling

Skills (What Students Should Do)

What the Students Should Do

Teamwork (behavioral expectations)

- Student actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

Locomotor/Non-locomotor skill patterns

- Combines locomotor/non-locomotor skills in a dance pattern
- Maintains rhythm throughout routine
- Performs smooth transition between skills

Choreograph and Perform Dance

- Cooperates with group in creating beginning, middle, end dance routine
- Performs smooth transition between skills/movements
- Presents routine to peers

Perform dance taught in Class

- Displays knowledge of dance steps
- Maintains rhythm and smooth transition between skills
- Performs routine in front of peers

Misconceptions

Phys. Ed is sports or games.

I will always be grouped/partnered with friends.

Learning to dance doesn't help me with anything!

Only girls dance!

Spelling/Vocabulary

Skip

Hop

Gallop

Jump

Hop

Leap

Dominant

Non-dominant

Pattern

Run

Sit-up

Push-up

Volley

Stretch

Vertical

Horizontal

Heart

Lungs

Throw

Catch

Kick

Pass

Transfer weight

Roll
 Slide
 Shuffle
 Core/abdominal strength
 Upper body strength
 Lower body strength
 Strike
 Incline
 Decline
 High
 Low
 Medium
 Force
 Overhand/underhand
 Manipulative
 Personal space
 General space
 Boundaries
 Static balance
 Dynamic balance

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click [here](#)

Assessment of/for Learning

Common Assessments:

-4th Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoolgy.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-4th Grade Physical Education Assessment Spreadsheet

Summative/Formative Observational Skill Assessment

Link to rubrics

Other:

Teamwork (Behavioral Expectations)

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

Locomotor/Non-locomotor Skill Patterns

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

Perform Dance taught in class

- 1 = Student performs 1 of 3 key points

- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

Choreograph and Perform Dance

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity
- **Performance Indicator [H&BL 12 CPE] H.12.4** H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good

- sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
 - **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
 - **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest

6 Benefits of Physical Activity

- **Objective [PE 9-10 BPA] 6.9-10.7** 6.9-10.7 Recognize that physical activities can provide a positive social atmosphere for interaction with others.

Grades: K-12

- **Standard [PE K-12] 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard [PE K-12] 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard [PE K-12] 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard [PE K-12] 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard [PE K-12] 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and / or social interaction.

Grade 4 - Physical Education 2016 > Unit 5: Lifetime Activities

Start day: 122

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will engage in a variety of goal oriented physical activities promoting improved individual fitness and social well-being
- I will apply modified game-play/safety rules during activities in and out of school
- I will use socially responsible behavior setting a positive example for classmates, friends and family

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

Students should know:

- The benefits of leading an active/healthy lifestyle (in and outside of school)
- Modified rules/skills of lifetime/leisure activities (badminton, frisbee, ice skating, orienteering)
- Safe/appropriate usage of equipment

Skills (What Students Should Do)

Analyzes opportunities for participating in physical activity outside physical education class.

Misconceptions**Spelling/Vocabulary****Instructional Resources****Devices****Equipment (general)**

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Books

Teacher selected resources

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Orient a Map

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points
- 4 = Student often performs key points
- 5 = Student always performs key points

Identify a Landmark

- 1 = Student is unable to identify a landmark
- 2 = Student is able to identify 25% of all landmarks
- 3 = Student is able to identify 50% of all landmarks
- 4 = Student is able to identify 75% of all landmarks
- 5 = Student is able to identify 100% of all landmarks

Locate Checkpoints in Gym on Map

- 1 = Student is not able to locate checkpoints
- 2 = Student is able to identify 25% of all checkpoints
- 3 = Student is able to identify 50% of all checkpoints
- 4 = Student is able to identify 75% of all checkpoints
- 5 = Student is able to identify 100% of all checkpoints

Locate Checkpoints on Outdoor Course

- 1 = Student is unable to locate checkpoints

2 = Student is able to identify 25% of all checkpoints

3 = Student is able to identify 50% of all checkpoints

4 = Student is able to identify 75% of all checkpoints

5 = Student is able to identify 100% of all checkpoints

Cooperate with group on Orienteering Course

1 = Student does not cooperate with group

2 = Student rarely cooperates with group

3 = Student cooperates with group

4 = Student often cooperates with group

5 = Student always cooperates with group

Timed Orienteering Event

1 = Student does not participate in timed orienteering event

2 =

3 = Student participates in timed orienteering event

4 =

5 =

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Unit Reflection Form

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