

Concepts	Time	The students will know:	Skills	Assessment	Sta
<p>How does your movement affect performance?</p> <p>In what ways can motion evoke emotion?</p> <p>What are different warm up and cool down exercises to use during physical activity?</p> <p>What are important safety rules to listen to during gymnastics, and why are these rules important to follow?</p> <p>Why is the development of motor skills essential?</p>	<p>4 – 5 Classes</p> <p>then as needed</p>	<p>3 rd grade: Demonstrate controlled static balances in a variety of shapes and levels, including upright and inverted positions, using different body parts.</p> <p>Demonstrate a variety of rolls with control while moving in different shapes, directions, and speeds.</p> <p>4 th grade: Demonstrate fluid controlled movements involving weight transfer in upright, inverted and horizontal support positions.</p> <p>Demonstrate a variety of ways to move in the air and landing with control.</p>	<p>Twisting Bending Stretching Pushing Pulling Skipping Galloping Pivoting Hopping Shuffling Turning Swinging Jumping Leaping</p> <hr/> <p>Pathways : Straight, Curved, Zig Zag</p> <hr/> <p>Levels: High, Medium, Low</p> <hr/> <p>Pace: Fast , Medium, Slow</p> <hr/>	<p>teacher observation of class participation</p> <p>teacher observation of skills</p> <p>formal written assessment (possible SLO)</p>	<p>10. 10. 10.</p>

<p>How do you move efficiently and safely within a physical setting?</p> <p>What positive effects can this activity have on yourself and/or others?</p>	<p>4-5 Lessons</p> <p>Then parts of most classes</p>	<p>3rd grade: Demonstrate essential elements of movement while performing non - locomotor, locomotor, and manipulative skills.</p> <p>Perform essential elements of movement in a rhythmic activity.</p> <p>Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.</p> <p>4th grade: Explain how executing essential elements of movement may affect one's personal health and fitness.</p> <p>Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in game, activity, or dance.</p> <p>Combine accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance.</p>	<p>Galloping Stretching Bending Running Throwing Striking</p> <p>Jumping Hopping Sliding Dance Rope jumping activities</p>	<p>teacher observation of class participation</p> <p>teacher observation of skills</p> <p>formal written assessment (possible SLO)</p>	<p>10.</p> <p>10.</p> <p>10.</p>
<p>How can you make lifetime wellness fun?</p> <p>How do you maintain physical fitness?</p> <p>How do you measure one's physical fitness?</p> <p>How does this activity benefit my personal wellness?</p> <p>How is your body like a car?</p>	<p>8 Lessons</p> <p>Most Classes</p>	<p>3rd Grade: Identify each health related and skill related fitness component of fitness.</p> <p>Determine the short and long term physical, social, emotional, and intellectual benefits of participating in regular physical activity.</p> <p>Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.</p>	<p>Fitness run Curl ups Push ups Sit and Reach (flexibility) Shuttle run Various games and station activities Stretching Basic Callisthenics Basic Plyometrics</p>	<p>teacher observation of class participation</p> <p>teacher observation of skills</p> <p>formal written assessment (possible SLO)</p>	<p>10.</p> <p>10.</p> <p>10.</p>

<p>What do you need to do to keep it running?</p> <p>Why is it important to know the different components of health-related fitness?</p> <p>Why is physical fitness important?</p>		<p>4 th Grade: Describe specific strategies that will maintain or improve each health related and skill-related fitness component.</p> <p>Develop health-related fitness goals based on the assessment of one's personal fitness-level and track progress using health/fitness indicators.</p> <p>Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.</p>			
<p>How do motor skills develop into mature form?</p> <p>How does form affect performance?</p> <p>What is the correlation between academics, physical skills and activities?</p> <p>What is the relationship between performance and skill application?</p>	<p>8 Lessons</p> <p>Parts of most classes</p>	<p>3 rd grade: Manipulate a variety of objects with control in personal and general space. (hula hoop, bean bags, ribbons, etc.)</p> <p>Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p> <p>4 th grade: Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</p> <p>Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner.</p> <p>Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities.</p> <p>Explain and demonstrate how to strike an object continuously with hands, feet, and paddle/racquet with a variety of body parts and implements.</p>	<p>Balancing Catching Jump Rope Throwing Kicking Twirling Juggling Bouncing Passing Striking w/o implements Striking w/ implements Parachute activities Individual/Partner activities Skills Obstacle Course</p>	<p>teacher observation of class participation</p> <p>teacher observation of skills</p> <p>formal written assessment (possible SLO)</p>	<p>10. 10. 10.</p>

			Explain and demonstrate passing and receiving of an object showing accuracy while moving in relation to boundaries in games, sports, and activities.			
<p>How can individual differences enhance and contribute to group productivity?</p> <p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How do rules help keep players safe during physical activity?</p> <p>How do using offensive and defensive strategies help our team win games?</p> <p>What are characteristics of good sportsmanship?</p> <p>Why is it important to help and encourage my teammates?</p>	<p>8 Lessons</p> <p>Parts of most classes</p>	<p>3 rd grade:</p> <p>Demonstrate fundamental offensive and defensive strategies in isolated setting.</p> <p>Describe how team members may motivate each other for success during cooperative games and activities.</p> <p>Identify the characteristics of good sportsmanship that are displayed by both players and observers.</p> <p>4 th grade:</p> <p>Compare and contrast the proper situations for strategies to be implemented.</p> <p>Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.</p> <p>Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.</p> <p>Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports and activities.</p>	<p>Fleeing</p> <p>Dodging</p> <p>Chasing</p> <p>Tag games</p> <p>Cooperative activities</p> <p>Team building activities and challenges</p> <p>Parachute activities</p>	<p>teacher observation of class participation</p> <p>teacher observation of skills</p> <p>formal written assessment (possible SLO)</p>	<p>10.</p> <p>10.</p> <p>10.</p>	
