

**Curriculum Development Course at a Glance
Planning for 4th Grade Physical Education**

Content Area	Physical Education	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills	PE09-GR.4-S.1-GLE.1	
	2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	PE09-GR.4-S.1-GLE.2	
2. Physical and Personal Wellness	1. Explain how the health-related components of fitness affect performance when participating in physical activity	PE09-GR.4-S.2-GLE.1	
	2. Recognize the relationship between healthy nutrition and exercise	PE09-GR.4-S.2-GLE.2	
	3. Recognize the benefits derived from regular, moderate, and vigorous physical activity	PE09-GR.4-S.2-GLE.3	
3. Emotional and Social Wellness	<i>Expectations for this standard are integrated into the other standards at this grade level.</i>		
4. Prevention and Risk Management	1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	PE09-GR.4-S.4-GLE.1	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Safe Zone	3-4 Weeks	1
Move it Like You Mean It	16-20 Weeks	3
The Rhythm is Gonna Getcha	4-6 Weeks	4
How Fit are You?	6-8 Weeks	2

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Unit Title	The Safe Zone		Length of Unit	3-4 Weeks
Focusing Lens(es)	Safety	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • When and for which activities should helmets be mandatory, and when should they be optional? (PE09-GR.4-S.4-GLE.1-EO.a,c;IQ.2;RA.4) • What would be your number-one safety rule? Why? (PE09-GR.4-S.4-GLE.1-EO.d,e;IQ.4;RA.5) • Why do football players need to wear a lot of protective gear, and basketball players don't? (PE09-GR.4-S.4-GLE.1-EO.a,c;IQ.5;RA.2,4;N.2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Prevention and Risk Management - Standard 4 			
Concepts	Identify, safety, participation, develop, create			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Development of safety rules and identification of potential risks creates a safer environment.	What are two rules that were developed during today's lesson?	Why is it important to have safety rules?
Participation in physical education requires appropriate footwear and clothing to prevent injuries.	What type of footwear is appropriate for wearing in physical education?	Why is it important to wear appropriate clothing/footwear during physical education?
Identifying and wearing appropriate safety equipment, based on the activity, guards against personal injury.	What type of safety equipment would a hockey player wear?	What would happen if you didn't wear the appropriate safety equipment?

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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>Physical Education Objective/Learning Target: The Student Will.....</p>	<p>implement safety rules and identify proper safety equipment for participation in activities to help create a safe environment for all students.</p>
<p>Academic Vocabulary:</p>	<p>Identify, appropriate, develop, instructor, create, benefits, risks, procedures, implementing</p>
<p>Technical Vocabulary:</p>	<p>Safety equipment, bicycle, climbing, playing hockey, footwear, clothing, participation, safety rules, physical education, physical activity</p>

<p>Instructional Resources:</p>	<ul style="list-style-type: none"> • SPARK-3-6 <ul style="list-style-type: none"> ○ First 3 Lessons – Pg. 3-5 • SPARKFolio – 3-6 <ul style="list-style-type: none"> ○ First 3 Lessons Activity Cards • Children Moving <ul style="list-style-type: none"> ○ Physical Fitness, Physical Activity and Wellness for Children – Pg. 42
<p>Appendix 4</p>	<ul style="list-style-type: none"> • Pre and Post Assessment (to be administered in Fall and Spring) - 4-1 • Safety Rules Assessment - 4-2 • Safe Zone Safety Rubric - 4-3 • The Safe Zone Safety Rules Rubric - 4-4 • PE Expectation Poster Contest - 4-5 • The Safe Zone Written Assessment - 4-6 • The Safe Zone Written Assessment Rubric - 4-7

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

Unit Title	Move it Like You Mean It		Length of Unit	16-20 Weeks
Focusing Lens(es)	Movement and Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.2-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Which is more important – accuracy or speed? Why? (PE09-GR.4-S.1-GLE.1-EO.a,b,h;IQ.1;RA.1) • How can balance skills help to prevent injuries? (PE09-GR.4-S.1-GLE.1-EO.g,k;IQ.4;RA.3;N.2) • Which exercise is the healthiest? Why? (PE09-GR.4-S.2-GLE.1-EO.c;IQ.3;RA.4;N.1,3) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding – Standard 1 • Physical and Personal Wellness - Standard 2 			
Concepts	Coordination, recognition, manipulation, transfer, improvement, demonstrate, foundation, describe			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Recognition and demonstration of manipulative skills improves mature movement skills.	What are two things to consider when throwing an object to a moving target?	Describe what a mature throwing form looks like?
A strong foundation in the six skill-related fitness components improves athletic performance.	Name all six of the skill-related fitness components?	Which sports/activities incorporate most of the skill-related fitness components?
A strong foundation in the five health-related fitness components positively impacts personal wellness.	Name the five health-related fitness components?	Which health-related fitness component do you think is most important? Why?

**Curriculum Development Overview
Unit Planning for 4th Grade Physical Education**

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Dribble, throw, catch, kick objects to a partner or moving target (PE09-GR.4-S.1-GLE.1-EO.a,b,h,l)
- Identify and apply the six-skill related fitness components and demonstrate them in a variety of activities with mature form (PE09-GR.4-S.1-GLE.1-EO.f,g)
- Use the five components of health related fitness to demonstrate exercises that have a positive impact (PE09-GR.4-S.2-GLE.1-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

know and understand that the five health-related and six skill-related fitness components help develop mature movement and manipulation skills.

Academic Vocabulary:

Height, distance, recognize, demonstrate, variety, manipulative, adjustments, skill improvement, transfer, positively impacts, implementation, foundation, similarities, differences

Technical Vocabulary:

Dribble, pass, object, basketball, soccer ball, receiver, throw, catch, kick, jump, land, mature form, agility, balance, coordination, power, speed, reaction time, physical activities, target, fast and slow speeds, large extensions, mule kicks, handstands, cartwheels, health-related fitness

Instructional Resources:

- SPARK-3-6
 - Football – Pg. 7
 - Stunts and Tumbling – Pg. 11
- SPARKFolio 3-6
 - Stunts and Tumbling Activity Cards
- Children Moving
 - Physical Fitness, Physical Activity and Wellness for Children – Pg. 51 - 52

Appendix 4

- **Health Related Goals “Personal Best” and How Can I Achieve My Fitness Goals - 4-8**
- **Health Related Goals “ Personal Best” Rubric- 4-9**
- **Manipulative Feedback Rubric – 4-10**
- **Skill Related Fitness Checklist Rubric - 4-11**
- **Skill Related Fitness Checklist Spreadsheet - 4-12**
- **Manipulative Skills Checklist Spreadsheet - 4-13**
- **Health and Skill Related Fitness Application Assessment - 4-14**

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Unit Title	The Rhythm is Gonna Getcha		Length of Unit	4-6 Weeks
Focusing Lens(es)	Movement, Balance, and Rhythm	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Which dances from today will be considered traditional 100 years from now? Why? (PE09-GR.4-S.1-GLE.1-EO.c, e,i;IQ.2;RA.2,4) • Why is it important to know traditional dances? (PE09-GR.4-S.1-GLE.1-EO.c,e;IQ.3;RA.2,4) • How can balance skills help to prevent injuries? (PE09-GR.4-S.1-GLE.1-EO.j;IQ.4;RA.3;NA.1,2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 			
Concepts	Demonstrate, develop, refine, adapt, create, improves			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstration in sequencing rhythmic patterns improves movement proficiency.	Name two different rhythmic skills?	What are the similarities and differences between sequencing and patterns?
Creating and refining routines for gymnastics and/or dance develops skillful movers.	How many beats were in the dance pattern that we performed in class today?	How can rhythm improve mature movement in activities and sports?
Adapting to balancing on a variety of objects while under control improves fine motor skills.	Name two objects you can balance on?	How can balancing improve fine motor skills?

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Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Create a routine with sequence in gymnastics and/ or dance. (PE09-GR.4-S.1-GLE.1-EO.d,e,i)
- Transfer weight, demonstrate balance and adapt to changing conditions in movement. (PE09-GR.4-S.1-GLE.1-EO.c)
- Balance with control on a variety of objects. (PE09-GR.4-S.1-GLE.1-EO.j)
- Demonstrate smooth weight transfer from feet to hands at different speeds using full body extension (PE09-GR.4-S.1-GLE.1-EO.k)
- Use self and peer assessment tools to analyze critical elements of movement in a variety of activities. (PE09-GR.4-S.1-GLE.2-EO.a,b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

Develop rhythmic, balance, and gymnastic skills to increase fine motor control and cognitive development.

The Student Will.....

Academic Vocabulary:

Demonstrate, ability, adapt, adjust, changing, develop, refine, sequence, transitions, creative, repeatable pattern, routine to music, control, variety, objects,

Technical Vocabulary:

Movement skills, rising, sinking, twisting, different rhythms, gymnastics, dance sequence, balances, balance board, balance beam, skates, fine motor skills

Instructional Resources:

- SPARK-3-6
 - Dance – Pg. 33 through 43
 - Stunts and Tumbling – Pg. 13
- SPARKFolio 3-6
 - Dance Activity Cards
 - Stunts and Tumbling Activity Cards
- Children Moving
 - Balancing – Pg. 375-399
 - Transferring Weight and Rolling – Pg. 401-437

Appendix 4

- **I Can Do It Worksheet - 4-15**
- **I Can Do It Rubric - 4-16**
- **Rhythmic Routine Creation Worksheet - 4-17**
- **Rhythmic Routine Rubric - 4-18**

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

Unit Title	How Fit are You?		Length of Unit	6-8 Weeks
Focusing Lens(es)	Fitness and Assessment	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.2 PE09-GR.4-S.2-GLE.1 PE09-GR.4-S.2-GLE.2 PE09-GR.4-S.2-GLE.3 PE09-GR.4-S.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • What can you tell about your partner’s skills that he or she cannot see in himself/herself? (PE09-GR.4-S.1-GLE.2-EO.a,b;IQ.3;RA.1,2,3;N.2) • What’s the difference between the overload principle and “no pain, no gain”? (PE09-GR.4-S.2-GLE.1-EO.a;IQ.1;N.2,3) • If an energy bar and a candy bar have the same number of calories, why is the energy bar considered to be healthier? (PE09-GR.4-S.2-GLE.2-EO.b;IQ.2;N.1) • Why would you want to change the results of your physical assessment? (PE09-GR.4-S.2-GLE.3-EO.a,b;IQ.5;RA.1) • How should people lift heavy objects? (PE09-GR.4-S.4-GLE.1-EO.b;IQ.3;RA.1;N.1) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 • Physical and Personal Wellness - Standard 2 • Prevention and Risk Management - Standard 4 			
Concepts	Assessment, Identify, Compare, Explain, Document, Analyze			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Documentation and comparison of personal performance results provide streamlined analysis of personal growth to promote lifelong fitness.	What is the F.I.T.T. principle?	What is the role of fitness testing in overall wellness?
Peer and self-assessment tools enable students to analyze their skills and refine their performance in physical education.	Name two peer or self-assessment tools?	Why is peer or self-assessment important?
Identify and explain the effects of water intake and healthy food choices on physical performance.	Name three healthy food choices?	Why is water intake important?

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Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Explain the F.I.T.T principle and demonstrate an activity for each component. (PE09-GR.4-S.2-GLE.1-EO.a)
- Measure and record heart rate and water intake. (PE09-GR.4-S.2-GLE.1-EO.d) (PE09-GR.4-S.2-GLE.2-EO.a)
- Explain how the five health-related fitness components affect fitness results and participation in everyday activities. (PE09-GR.4-S.2-GLE.3-EO.a,b)
- Identify the importance of correct body alignment when stretching, pushing, pulling, and lifting heavy objects. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.4-GLE.1-EO.b)
- Identify healthy food choices that help enhance physical performance. (PE09-GR.4-S.2-GLE.2-EO.b)

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EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

Understand that personal fitness is developed through peer/self-assessment and health related concepts that will promote life-long wellness.

Academic Vocabulary:

Peer assessment tools, self-assessment tools, recognize, evaluate, variety, identify, critical elements, explain, principles, importance, performing, measure, record, before, during, after, improve, ability, compare results

Technical Vocabulary:

Physical activities, movement skills, physical fitness, overload principle, specificity, frequency, intensity, time, type, body alignment, lower body stretches, heart rate, moderate to vigorous, water consumption, healthy choices, physical performance, body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength, participate, fitness testing, personal health status

Instructional Resources:

- SPARK 3-6
 - Fitness Challenges – Pg. 5 - 13
 - Group Fitness – Pg. 17 - 20
- SPARKFolio 3-6
 - Fitness Challenges Task Cards
- Children Moving
 - Physical Fitness, Physical Activity and Wellness for Children – Pg. 50 -54

Appendix 4

- **Applying the FITT Principle - 4-19**
- **FITT Principle Application Rubric – 4-20**
- **Student Nutrition/ Health Log - 4-21**
- **Health and Nutrition Tracking Rubric - 4-22**
- **Pre and Post Assessment (to be administered in Fall and Spring) - 4-1**