



Sedalla School District #200

Subject Area: Physical Education			Grade: Fourth Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Introductory Skills	Priority Standard Locomotor S1.E1.4- Demonstrates competency in a variety of motor skills and movement patterns.			
	Unit 1 9-12 Weeks	<u>National Standards:</u> S1.E2.4 S1.E3.4 S1.E5.4 S1.E6.4 <u>Show Me Standards:</u> H/PE 2 H/PE 4 2.2, 2.3 4.4, 4.6	• I can set personal fitness goals • I can recognize what systems work together to move your body (e.g., muscular and skeletal) • I can apply rules and procedures to activities • I can identify safe and unsafe situations and respond appropriately	What are the four components of health-related fitness? What are your personal fitness goals? What are the body systems that work together to move your body? Why is it important to apply rules & procedures for activities & games? Identify safe and unsafe situations during activities as it relates to body movement.
Topic:	Priority Standard			



Sedalla School District #200

Subject Area: Physical Education		Grade: Fourth Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Intermediate Skills	Non-locomotor S1.E7.4- Demonstrates competency in a variety of motor skills and movement patterns.			
	Unit 2 8-10 Weeks	<u>National Standards:</u> S1.E8.4 S1.E10.4 S1.E11.4 S1.E12.4 <u>Show Me Standards:</u> H/PE 2 H/PE 4 2.2, 2.3 4.4, 4.6	- I can identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out) - I can identify the proper techniques of specialized skills (e.g., law of opposition)	What are some healthy food choices? What is one technique used in a specific sport?



Sedalla School District #200

Subject Area: Physical Education			Grade: Fourth Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Advanced Skills	Priority Standard Manipulative S1.E14.4- Demonstrates competency in a variety of motor skills and movement patterns.			
	Unit 3 16-19 Weeks	<u>National Standards:</u> S1.E14.4a S1.E14.4b S1.E15.4 S1.E16.4 S1.E17.4a S1.E17.4b S1.E18.4 S1.E19.4a S1.E19.4b S1.E20.4 S1.E21.4 S1.E22.4 S1.E23.4 S1.E24.4a S1.E24.4b S1.E25.4 S1.E26.4 S1.E27.4 <u>Show Me Standards:</u> H/PE 2 H/PE 4 2.2, 2.3 4., 4.6	- I can demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement) - I can identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend; tumbling - cartwheel, forward roll, Chinese get up, wheelbarrow) - I can apply fundamental and specialized skills in game situations - I can describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	How can you demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills? Can you identify body parts and functions in relationship to movement? How can you apply fundamental and specialized skills in game situations?