

Grade 4: Spring PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - How do I reach the next level of personal fitness? - How do I deserve to be treated?
	Acquisition	
	Students will know... - the basic rules and strategies for participation in a variety of loco-motor activities. - that learning loco-motor skills will help them with more advanced levels of physical activities. - that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. - that physical activities can be challenging, but with a positive attitude and determination they will find success. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>Vocabulary:</u> original, alternating	Students will be skilled at... - using various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. - combining locomotor movement patterns and dance steps to create and perform an original dance. - combining movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. - combining locomotor skills and movement concepts (levels, shapes, ex- tensions, pathways, force, time, flow) to create and perform a dance with a partner. - striking and object with a short handled implement while demonstrating a mature pattern. - striking and object with a short handled implement, alternating hits with a partner over a low net or against a wall. - striking an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5

		<i>critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow- through).</i> • <i>combining traveling with the manipulative skills of drib-bling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.</i>
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
• not applicable		• <i>makes judgments and decisions</i> • <i>adapt to change</i> • <i>be flexible</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	