

Grade 4: Fall PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - 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 - Are you fun to play with? - 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> strategy, offense, defense	Students will be skilled at... - running for distance using a mature pattern. - combining traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. - applying the movement concepts of speed, endurance and pacing for running. - applying simple offensive strategies and tactics in chasing and fleeing activities. - applying simple defensive strategies/ tactics in chasing and fleeing activities. - dribbling with the feet in general space with control of ball and body while increasing and decreasing speed. - kicking along the ground and in the air, and punts using mature patterns. - passing & receiving a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). - passing & receiving a ball with the out- sides and

		<i>insides of the feet to a stationary partner, “giving” on reception before returning the pass.</i> • <i>dribbling with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</i> • <i>applying the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).</i> • <i>dribbling in general space with changes in direction and speed.)</i> • <i>throwing overhand using a mature pattern in non-dynamic environments (closed skills).</i> • <i>throwing overhand to a partner or at a</i> • <i>targeting with accuracy at a reasonable distance.</i> • <i>throwing to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).</i> • <i>catching a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).</i> • <i>analyzing opportunities for participating in physical activity outside physical education class.</i> • <i>actively engaging in the activities of physical education class, both teacher directed and independent.</i> • <i>identifying the components of health-related fitness.</i> • <i>demonstrating warm-up & cool- down relative to the cardio-respiratory fitness assessment.</i> • <i>exhibiting responsible behavior in independent group situations.</i> • <i>reflecting on personal social behavior in physical activity.</i> • <i>listening respectfully to corrective feed- back from others (e.g., peers, adults).</i> • <i>praising the movement performance of others both more- and less-skilled.</i> • <i>accepting players of all skill levels into the physical activity.</i> • <i>exhibiting etiquette and adherence to rules in a variety of physical activities.</i> • <i>working safely with peers and equipment in physical activity settings.</i>
--	--	---

		• <i>examining the health benefits of participating in physical activity.</i> • <i>rating the enjoyment of participating in challenging and mastered physical activities.</i> • <i>ranking the enjoyment of participating in different physical activities.</i> • <i>describing & comparing the positive social interactions when engaged in partner, small-group and large-group physical activities.</i>
Content Area Literacy Standards		21st Century Skills
• not applicable		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</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	