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| **Content Area** | Physical Education | | | **Grade Level** | 4th 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 |
| 1. 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 |
| 1. 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 |
| 1. Recognize the relationship between healthy nutrition and exercise | | | | | | PE09-GR.4-S.2-GLE.2 |
| 1. Recognize the benefits derived from regular, moderate, and vigorous physical activity | | | | | | PE09-GR.4-S.2-GLE.3 |
| 1. Emotional and Social Wellness | Expectations for this standard are integrated into the other standards at this grade level. | | | | | |  |
| 1. 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** | |
| Health Related Components of Fitness | | | 10 weeks | | | 1 | |
| Gymnastics, Rhythms & Dance | | | 10 Weeks | | | 2 | |
| Mature Movements With Self and Objects | | | 16 Weeks | | | 3 | |

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| **Unit Title** | Health Related Components of Fitness | | | **Length of Unit** | 10 weeks |
| **Focusing Lens(es)** | Fitness | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.4-S.1-GLE.1  PE09-GR.4-S.1-GLE.2  PE09-GR.4-S.4-GLE.1  PE09-GR.4-S.2-GLE.2  PE09-GR.4-S.2-GLE.3  PE09-GR.4-S.2-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How would you go about improving your physical fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2) * What's the difference between the overload principle and "no pain, no gain?" (PE09-GR.4-S.2-GLE.1-EO.a,d; IQ.1; RA.5; N.1,3) * Do different types of physical activities produce different results? (PE09-GR.4-S.2-GLE.1-EO.b,d; IQ.2; RA.4,5) | | | | |
| **Unit Strands** | Physical and Personal Wellness in Physical Education  Movement Competence and Understanding  Prevention and Risk Management in Physical Education | | | | |
| **Concepts** | Demonstration; Comparison; Explanation; Measurement; Identification; Description; Documentation; Assessing; Recognition; Development; Analysis; Body Functions | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness. (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2) | What is the F.I.T.T principle? | Why is goal setting important?  What is the role of fitness testing in overall wellness?  Why would you want to change the results of your physical assessment? |
| Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions. (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2) | How do you find your heart rate? | Why is water intake important?  If you left home without your water bottle, how would that impact your choice of physical activity? |
| Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical fitness. (PE09-GR.4-S.2-GLE.1-EO.b,d; IQ.2; RA.4,5) | What are the primary components of fitness? | What are some activities that improve fitness?  How does physical fitness impact successful participation of a variety of activities? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Demonstrate an activity for each component of fitness. (PE09-GR.4-S.2-GLE.1-EO.c) * Record heart rate and water intake. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.2-EO.a) * How to compare personal performance fitness goals.( PE09-GR.4-S.2-GLE.3-EO.b) * Identify the health related component of fitness and their importance to overall health. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-.a) (PE09-GR.4-S.2-GLE.2-EO.b) * Explain the F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a) * Identify the proper form to lift heavy objects. (PE09-GR.4-S.4-GLE.1-EO.b) |

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| **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.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Improvement of personal fitness is developed through an understanding of health related fitness concepts that will promote life-long wellness.* |
| **Academic Vocabulary:** | Measurement, Comparison, Physical Activity, Fitness, Demonstrate, describe, | |
| **Technical Vocabulary:** | Cardiovascular Endurance, Fitness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, speed, agility, power | |

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| **Unit Title** | Gymnastics, Rhythm and Dance | | | **Length of Unit** | 10 weeks |
| **Focusing Lens(es)** | Body awareness, Manipulation/control | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.4-S.1-GLE.1  PE09-GR.4-S.1-GLE.2  PE09-GR.4-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * 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.2,3; RA.2,4; N.1) * How can balance skills help to prevent injuries? (PE09-GR.4-S.1-GLE.1-EO.c,g,j; IQ.4; RA.4; N.2) * Why is it helpful to give feedback to a peer? (PE09-GR.4-S.1-GLE.2-EO.a,b; IQ.4; RA.3; N.1,2) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Prevention and Risk Management in Physical Education | | | | |
| **Concepts** | Rhythmic; Demonstration; Sequencing; Speed; Flow; Force; Creativity; Refinement; Patterns; Documentation; Safety | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Demonstration in sequencing rhythmic patterns improves movement proficiency. (PE09-GR.4-S.1-GLE.1-EO.c,e,I; IQ.2,3; RA.2,4; N.1) | What are the similarities between sequencing and patterns? | How can rhythm improve mature movement in activities, activities and sports? |
| Documentation of safety rules and identification of potential hazards creates a safer environment. (PE09-GR.4-S.1-GLE.1-EO.c,g,j; IQ.4; RA.4; N.2) | What are some safety rules when demonstrating movement in class? (ie, forward roll, cartwheel) | Why is it important to have safety rules? |
| Speed, force and flow in movement create mature movement patterns. (PE09-GR.4-S.1-GLE.1-EO.c,e,I; IQ.2,3; RA.2,4; N.1) | What are some ways to measure speed? | How does varying speed influence movement patterns? |

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| **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,j,g,k) * Jump with mature form. (PE09-GR.4-S.1-GLE.1-EO.e) * Use assessment tools to evaluate movement and safety (PE09-GR.4-S.1-GLE.2-EO.a) (PE09-GR.4-S.4-GLE.1-EO.d) * Identify proper safety equipment and footwear. (PE09-GR.4-S.4-GLE.1-EO.a,c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Developing rhythmic patterns and skillful movement along with safety helps develop of mature movements.* |
| **Academic Vocabulary:** | Develop, Assessment, Demonstrate, Movement, Transfer, Evaluate, Physical Activity | |
| **Technical Vocabulary:** | Balance, movement patterns, Jump, weight transfer, skill related fitness components, | |

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| **Unit Title** | Mature Movements With Self and Objects | | | **Length of Unit** | 16 weeks |
| **Focusing Lens(es)** | Manipulation | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.4-S.1-GLE.1  PE09-GR.4-S.1-GLE.2  PE09-GR.4-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why is it important to know the critical elements of movement? (PE09-GR.4-S.1-GLE.2-EO.b; IQ.1; RA.1,3; N.1) * Which is more important – accuracy or speed? Why? (PE09-GR.4-S.1-GLE.1-EO.a,b,c; IQ.1; RA.1; N.1) | | | | |
| **Unit Strands** | Prevention and Risk Management in Physical Education  Movement Competencies in Physical Education | | | | |
| **Concepts** | Safety; Identification; Distinguish; Modification; Assessment; Recognition; Demonstration; Development; Proficiency | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Demonstration and development of manipulative skills will help establish efficient and mature movement skills. (PE09-GR.4-S.1-GLE.1-EO.a,b,c; IQ.1; RA.1; N.1) | What is the difference between and overhand and underhand throws? | What are some ways to improve throwing to a moving target?  Why is it important to improve physical skills? |
| Assessment and modification of self and others contributes to the recognition of mature movement. (PE09-GR.4-S.1-GLE.2-EO.b; IQ.1; RA.1,3; N.1) | What are the critical elements of a kick? | Why is self assessment important?  What can a partner tell one about one’s skills that he or she cannot see oneself? |
| Identification and assessment of key safety factors during games, activities and sport reduces the risk of injury to self and others. (PE09-GR.4-S.4-GLE.1-EO.a,b,c,d,e; IQ.1,2,3,4,5; RA.1,2,3,4,5; N.1,2,3) | What rules promote safety in the games? | Why is safety important?  What is a possible risk of not following rules when swimming? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Dribble, throw, catch, kick objects to moving targets. (PE09-GR.4-S.1-GLE.1-EO.a,b,h) * How to identify, compare and analyze a variety of movements. (PE09-GR.4-S.1-GLE.1-EO.i) (PE09-GR.4-S.1-GLE.2-EO.b) * Analyze the risks of physical activity. (PE09-GR.4-S.4-GLE.1-EO.e) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The manipulation of objects in a variety of ways enhances mature movement patterns.* |
| **Academic Vocabulary:** | Safety, procedures, physical activity, assessment, comparison | |
| **Technical Vocabulary:** | Mature movement patterns | |