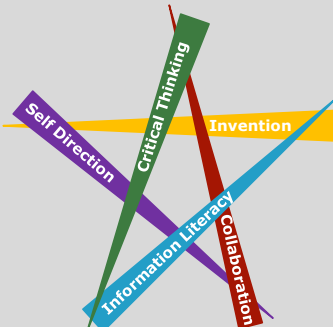


**Curriculum Development Course at a Glance
Planning for 4th Grade Physical Education**

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	Expectations for this standard are integrated into the other standards at this grade level.		
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



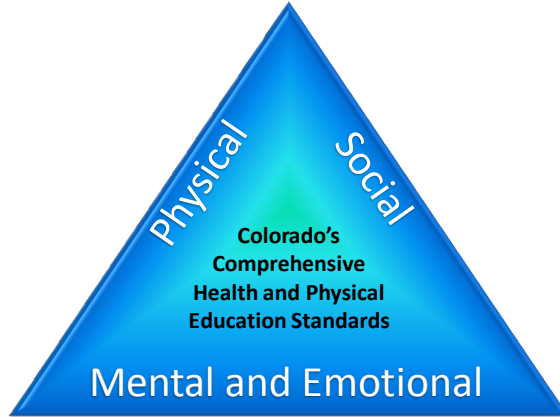
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



**Colorado's
Comprehensive
Health and Physical
Education Standards**

Mental and Emotional

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

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

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):	<ul style="list-style-type: none"> 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			

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?

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

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)

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

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

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):	<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,l; 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			

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,l; 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,l; IQ.2,3; RA.2,4; N.1)	What are some ways to measure speed?	How does varying speed influence movement patterns?

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

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)

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):

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,

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

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):	<ul style="list-style-type: none"> 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			

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 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?

Curriculum Development Overview
Unit Planning for 4th Grade Physical Education

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)

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):

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