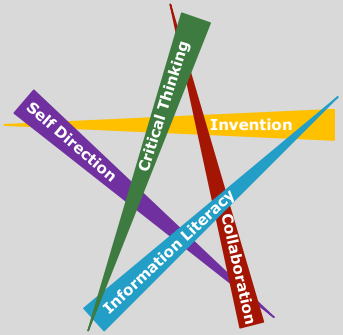
Curriculum Development Overview
Fourth Grade PE Curriculum

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	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	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	GR.4-S.2-GLE.1
	2. Recognize the relationship between healthy nutrition and exercise	GR.4-S.2-GLE.2
	3. Recognize the benefits derived from regular, moderate, and vigorous physical activity	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	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*

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Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills	1. Which is more important- Accuracy or speed? Why? 2. Which dances today will be considered traditional dances 100 years from now? Why? 3. Why is it important to know traditional dances? 4. How can balance skills help to prevent injuries?	1. Dribble and pass an object such as a basketball or soccer ball to a moving receiver. 2. Throw, catch, and kick to self or a partner. 3. Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms. 4. Learn and refine a creative dance sequence into a repeatable pattern. 5. Jump and land for height and distance using mature form. 6.Recognize and demonstrate agility, balance, coordination, power, speed, and reaction time in a variety of physical activities. 7. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement. 8. Demonstrate balance with control on a variety of objects such as a balance board, balance beam. 9. Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels. 10. Distinguish and describe similarities and differences of manipulative skills such as punting and kicking, and overhead and underhand. 11. Perform a jump rope routine to music
2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	1. Why is it important to improve physical skills? 2. What can a partner tell me about one's skills that he/she cannot see? 3. Why is it important to give feedback?	1. Identify critical elements of movement skills through self and peer assessment. 2Identify critical elements of movement skills while watching a video for self assessment.

Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1.Explain how the health related components of fitness affect performance when participating in physical activity.	1. Which activities can you do for the longest time? Shortest time? 2. Are there other ways other than checking your heart rate to know that your heart is working hard?	1. Explain the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.) 2. Identify the importance of correct body alignment for performing lower body stretches. 3. Demonstrate an exercise that positively impacts each component of health related physical activity. 4. Measure and record personal heart rate before, during, and after moderate to vigorous exercise.
2. Recognize the relationship between healthy nutrition and exercise.	1. If you left home without your water bottle, how would that impact your choice of physical activity? 2. If an energy bar and a candy bar have the same numbers of calories, why is an energy bar considered to be healthier?	1. Identify the importance of water intake before, during, and after physical activity. 2. Identify healthy choices for meals and snacks that help improve physical performance.
3. Recognize the benefits derived from regular, moderate, and vigorous physical activity.	1. What is the role of fitness testing in overall wellness? 2. Which specific activities might affect your body? 3. How does physical fitness impact successful participation of a variety of activities? 4. How would you go about improving your physical fitness? 5. Why would you want to change the results of your physical assessment?	1. Explain how the five health related fitness components (body composition, cardiovascular endurance, flexibility, muscular strength and endurance, and muscular strength) affect ability to participate normally in everyday activities. 2. Compare results of fitness testing to ability to perform various activities.

Standard 3: Emotional and Social Wellness in Physical Education

<u>THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL</u>

Standard 4: Prevention and Risk management in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1.Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity.	1. What is the possible risk of not following rules when swimming? 2. When and for which activities should helmets be mandatory, and when should they be optional? 3. How would people lift heavy objects? 4. What would be your number one safety rule? Why? 5. Why do football players need to wear a lot of protective gear, and basketball players don't?	1. Identify proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey. 2. Describe the correct form to push, pull, and lift heavy objects. 3. Identify appropriate footwear and clothing for safe participation in various activities. 4. Develop with an instructor's help the safety rules for physical education, and create a list or poster. 5. List the benefits of following and risks of not following safety procedures and rules associated with physical activity.

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1st Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#1 Identify the major characteristics of mature locomotor, non-locomotor , manipulative, and rhythmic skills	Identify the major characteristics of and practice eye-foot coordination: • Kicking • Punting • Dribbling • Collecting/trapping Distinguish and describe the similarities and differences of manipulative skills such as punting and kicking Walk, run, hop, skip, jump, slide, gallop, and leap with mature form embedded in activities
Standard #1	PEGLE#2 Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	Identify critical elements of movement skills through self and peer assessment
Standard #2	PEGLE#3 Recognize the benefits derived from regular, moderate, and vigorous physical activity	Fitness Gram Testing Explore the ideas of how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength), benefit the body
Standard #4	PEGLE #1 Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	Develop appropriate classroom protocol (footwear, clothing, safety rules) Develop with instructor's help the safety rules for physical education, create a list or poster
Vocabulary		
Kick, Punt, Volley, Dribble, Collect, Trap, Walk, Run, Skip, Hop, Jump, Slide, Gallop, Leap, Midline, Social, Cooperative, Appropriate, Benefits, Risks, Safety		

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2nd Quarter		
Standard	**Grade Level Expectation**	**Physical Education Concept**
Standard #1	PEGLE#1 Identify the major characteristics of mature locomotor, non-locomotor , manipulative, and rhythmic skills	Identify the major characteristics of and practice eye-hand coordination: • Tossing/Underhand throwing • Overhand throwing • Rolling • Catching Use a variety of manipulatives to throw to a moving target, making the needed adjustments Recognize and demonstrate agility, balance, coordination, power, speed, and reaction time in a variety of physical activities
Standard #1	PEGLE#2 Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	Identify critical elements of movement skills through self and peer assessment
Standard #2	PEGLE#1 Explain how the health-related components of fitness affect performance when participating in physical activity	F.I.T.T. Principle
Standard #2	PEGLE#2 Recognize the relationship between healthy nutrition and exercise	Explain the importance of water intake before, during, and after physical activity
Standard #4	PEGLE#1 Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	Proper form technique for different physical activities (ie. lifting heavy objects, balancing, weight transfer)
Vocabulary		
Toss, Throw, Underhand, Overhand, Roll, Catch, Technique, Rhythmic, Increase, Heart Rate, Choice, Water, Muscle, Bone, Organs, Fat, Tissue, Accomplishments, Positive, Routine, Create, F.I.T.T.		

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3rd Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#1 Identify the major characteristics of mature locomotor, non-locomotor , manipulative, and rhythmic skills	Refine a creative dance sequence into a repeatable pattern Perform a jump rope routine to music with a partner or small group
Standard #1	PEGLE#2 Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	Self and peer assessments for Q3 concepts (ie. rubrics, checklists, video)
Standard #2	PEGLE#1 Explain how the health-related components of fitness affect performance when participating in physical activity	Measure and record personal heart rate before, during, and after moderate to vigorous exercise
Standard #4	PEGLE#1 Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	Identify proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey
Vocabulary		
Climb, Tumble, Implement, Sequence, Weight Transfer, Balance, Jump Rope, Peers, Constructive, Feedback, Rubrics, Checklists, Video, Monitor		

Curriculum Development Overview
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4th Quarter		
Standards	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#1 Identify the major characteristics of mature locomotor, non-locomotor , manipulative, and rhythmic skills	Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms Jump and land for height and distance using mature form Demonstrate balances with control on a variety of objects such as a balance board or beam Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels
Standard #2	PEGLE#1 Explain how the health-related components of fitness affect performance when participating in physical activity	Demonstrate exercises that positively impact each component of health related physical activity Identify the importance of correct body alignment for performing lower body stretches
Standard #2	PEGLE#2 Recognize the relationship between healthy nutrition and exercise	Identify healthy choices for meals and snacks that help to improve physical performance
Standard #2	PEGLE#3 Connect the health-related fitness components to the body systems	Fitness Gram testing Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) Compare results of fitness testing to the ability to perform various activities
Vocabulary		
Eye-Hand, Eye-Foot, Sustained, Moderate, Vigorous, Components, Flexibility, Muscle Endurance, Muscular Strength, Cardio Vascular Endurance, Performance		