

ECASD Curriculum

Course Title: Physical Education
 Full Year Course: Three 30-Minute Classes Per Week

Date: Spring, 2003
 Grade Level: 4

UNIT TITLE: Bouncing/Dribbling (Bouncing and Basketball)		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking</p> <ul style="list-style-type: none"> • Locomotor patterns K-2 • Non-locomotor 3-4 • Game situations 5 <p>B.4.3 <u>Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form</u></p> <ul style="list-style-type: none"> • Specialized=purpose to skill such as a game 	<ul style="list-style-type: none"> • Dribble a ball at various levels and speeds (walk/jog) while maintaining control while traveling within a group. • Demonstrates elements of mature form. (Ball in front, firm flexible wrists, waist height, using finger pads, looking up) • Dribble and pass the ball 	<p>O</p>	<p>5. What do you need to know to improve your physical performance? (Learning and Physical Skill development)</p>	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
 CR = Constructed Response (short answer/essay)

PA = Performance Assessment (performance or authentic tasks)
 O = Observation (interactive and non-interactive)

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Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance <u>to develop movement competence</u> or proficiency such as using internal and external information to modify movement during performance</p> <ul style="list-style-type: none"> • Metacognition as doing—adjust form as doing the movement • Weight transfer in striking ball, self-throw, 2 hand under hand roll, trap soccer ball. • Connected to C.4.1 and C.4.2—identify characteristics <p>F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process</p>	<ul style="list-style-type: none"> • Describe expected essential elements of mature form (Ball in front, firm flexible wrists, waist height, using finger pads, looking up)) • Provide feedback on mature form to a peer • Identify an element they will work at improving • Explain/show their level of proficiency at the start of the unit to the end of the unit 	<p>O (teacher or peer) and/or CR</p>		

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
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UNIT TITLE: Bouncing/Dribbling (Bouncing and Basketball)		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student <ul style="list-style-type: none"> • X=peer assessment 	<ul style="list-style-type: none"> • Identify the strengths and weakness of a peer's form 	O		

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
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ECASD Curriculum

Course Title: Physical Education
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UNIT TITLE: Dance/Rhythms		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking <ul style="list-style-type: none"> • Locomotor patterns K-2 • Non-locomotor 3-4 • Game situations 5 	<ul style="list-style-type: none"> • Follow a 4 part dance without cues 	O	5. What do you need to know to improve your physical performance? (Learning and Physical Skill development) 3. Does being "physically active" mean the same thing for everyone? (diversity)	
B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates) <ul style="list-style-type: none"> • Change pace/tempo of music • Balance board, stilts, balance beam, on different body parts 	<ul style="list-style-type: none"> • Follow the tempo using various dance steps (i.e. polka, waltz, 2-step) 	O		

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 Grade Level: 4

UNIT TITLE: Dance/Rhythms		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.4 <u>Apply combined movement skills in a variety of settings</u> such as developing and refining a creative dance sequence into repeatable patterns <ul style="list-style-type: none"> • Define how we're going to go with this in elementary • Define targets – strands (dance, sports, tumbling/gymnastics) • Jump rope • Coordinate with middle school D.4.4 Use physical activity as a means of self-expression <ul style="list-style-type: none"> • Create a dance • Move to music • Make a tumbling or jump rope routine • Own stretches/exercise routine 	<ul style="list-style-type: none"> • Develop and refine a creative dance sequence into repeatable pattern 	O		
C.4.1 <u>Work on improving personal performance</u> in fundamental and selected specialized motor skills such as throwing, catching, running <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) 	<ul style="list-style-type: none"> • Explain the difference between various dance steps • Demonstrate various dance steps and provide feedback to a peer • Use feedback to improve performance 	O or CR		

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UNIT TITLE: Dance/Rhythms		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
G.4.1 Explore cultural and ethnic self-awareness through participation in physical activity <ul style="list-style-type: none"> • cultural games • Hmong dances, other dancing • Quick hitters needed 	<ul style="list-style-type: none"> • Explore cultural and ethnic self-awareness • Describe the origins and background of cultural dances 	O or CR		

UNIT TITLE: Healthy Lifestyle Activities		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
A.4.1 <u>Select</u> and participate regularly in physical activities <u>for the purpose of improving skill</u> and maintaining good health <ul style="list-style-type: none"> • participate regularly in physical activities and maintaining good health • for the purpose of improving skill • connections to outside of class • select and participate for both reasons 	<ul style="list-style-type: none"> • Log daily participation in healthy physical activities • Participate in teacher selected activities designed to maintain good physical health over a lifetime (such as ice skating, snowshoes, rollerblades, pedometers, golf) 	PA O	4. What does it mean to have an active lifestyle? (active lifestyle)	

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UNIT TITLE: Healthy Lifestyle Activities		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>A.4.2 Describe healthful benefits that result from regular physical activity</p> <ul style="list-style-type: none"> • orally • in writing • sophistication of the types of benefits increases <p><i>Health A.4.1</i> Identify positive mental, emotional, social, and physical factors that influence health</p> <ul style="list-style-type: none"> • Assessed through PE A.4.2 <p><i>Health B.4.1</i> Identify responsible health behaviors</p> <p><i>Health C.4.5</i> Analyze how behaviors may have both good and bad consequences</p>	<ul style="list-style-type: none"> • Describe the healthy benefit of each activity logged • List lifetime activities one could participate in to maintain personal health 	<p>PA (see above)</p> <p style="text-align: center;">CR/PA/O</p>	<p>1. What are the healthful benefits of physical fitness activity? (health enhancing fitness)</p> <p>6. What can physical activity do for us? (Physical Activity and Well Being)</p>	

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UNIT TITLE: Healthy Lifestyle Activities		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p><i>Health A.4.2</i> Describe how family, school, and community environments influence personal health</p> <ul style="list-style-type: none"> • Recess—Moving Schools program or home connection programs, vacation work outs <p><i>Health G.4.3</i> Identify community organizations that advocate for healthy individuals, families, schools, and communities</p> <p>Quick hitter (fliers, clubs, organizations, skating rinks, etc.)</p> <p><i>Health E.4.1</i> Describe how culture influences personal health behaviors</p>	<ul style="list-style-type: none"> • Describe how parents and friends' impact your choices related to physical activity • Identify programs that provide physical activity options • Identify how our American culture (nutrition, physical activity) can positively and negatively influence our choices 	CR/PA/O	2. What kinds of behaviors will increase you and your classmates' success? (respectful behavior)	
E.8.2 Assess physiological indicators of exercise such as pulse rate during and after physical activity	<ul style="list-style-type: none"> • Demonstrate the ability to take pulse rate 	O		
A.4.3 Identify several moderate to vigorous physical activities that provide personal pleasure	<ul style="list-style-type: none"> • Identify several physical activities that increase your aerobic endurance during recess and outside of school 	CR/PA/O		

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UNIT TITLE: Jump Rope		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.4 <u>Apply combined movement skills in a variety of settings</u> such as developing and refining a creative dance sequence into repeatable patterns <ul style="list-style-type: none"> • Define how we're going to go with this in elementary • Define targets – strands (dance, sports, tumbling/gymnastics) • Jump rope • Coordinate with middle school 	<ul style="list-style-type: none"> • Demonstrate jump rope routine including five or more jump rope skills (e.g. bell, crossover, skier) • Continuously jump a self-turned rope with mature form (jump and land on balls of feet, standing upright, hands in at waist, palms up, and elbows in) • Enter and exit a long rope turned by others 	O	5. What do you need to know to improve your physical performance? (Learning and Physical Skill development) 1. What are the healthful benefits of physical fitness activity? (health enhancing fitness)	

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UNIT TITLE: Jump Rope		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance <u>to develop movement competence</u> or proficiency such as using internal and external information to modify movement during performance</p> <ul style="list-style-type: none"> • Metacognition as doing—adjust form as doing the movement • Weight transfer in striking ball, self-throw, 2 hand under hand roll, trap soccer ball. • Connected to C.4.1 and C.4.2—identify characteristics 	<ul style="list-style-type: none"> • Describe essential elements of mature form (side orientation and opposition) • Use feedback (teacher or peer) to improve performance 	<p>O (teacher or peer) And/or CR</p>		

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UNIT TITLE: Jump Rope		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student <ul style="list-style-type: none"> • X=peer assessment 	<ul style="list-style-type: none"> • Identify the strengths and weakness of a peer's form 	O		

UNIT TITLE: Kicking/Dribbling (soccer/football)		TIMELINE (LENGTH OF UNIT): 3 weeks		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking	<ul style="list-style-type: none"> • Demonstrates all elements of mature form when kicking (foot placement, ball contact, hip extension, running approach, follow through) • Perform various kicks successfully (drop kick, punt, corner kick, goal kick) • Demonstrate ball control (trap, pass while dribbling, dribbling among obstacles) 		5. What do you need to know to improve your physical performance? (Learning and Physical Skill development)	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
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UNIT TITLE: Kicking/Dribbling (soccer/football)		TIMELINE (LENGTH OF UNIT): 3 weeks		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance <u>to develop movement competence</u> or proficiency such as using internal and external information to modify movement during performance</p> <ul style="list-style-type: none"> • Metacognition as doing—adjust form as doing the movement • Weight transfer in striking ball, self-throw, 2 hand under hand roll, trap soccer ball. <p>Connected to C.4.1 and C.4.2—identify characteristics</p> <p>F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process</p>	<ul style="list-style-type: none"> • Describe expected essential elements of mature form (foot placement, ball contact, hip extension, running approach, follow through) • Provide feedback on mature form to a peer • Identify an element they will work at improving • Explain/show their level of proficiency at the start of the unit to the end of the unit 	<p>O (teacher or peer) and/or CR</p>		

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
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UNIT TITLE: Kicking/Dribbling (soccer/football)		TIMELINE (LENGTH OF UNIT): 3 weeks		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student <ul style="list-style-type: none"> • X=peer assessment 	<ul style="list-style-type: none"> • Identify the strengths and weakness of a peer's form 	O		

UNIT TITLE: Physical Fitness		TIMELINE (LENGTH OF UNIT): 7 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
A.8.1 Establish personal physical activity goals <i>Health C.4.4 Set a personal health goal and track progress toward achievement</i> E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths	Perform fitness activities (fitness test) to determine personal best fitness level. Compare personal fitness results to norms published by fitness test. Set goals to increase physical fitness level.	PA	5. What do you need to know to improve your physical performance? (learning and physical skill development)	
A.8.2 Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals	Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.	O	4. What does it mean to have an active lifestyle? (active lifestyle)	

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UNIT TITLE: Physical Fitness		TIMELINE (LENGTH OF UNIT): 7 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
A.4.2 Describe healthful benefits that result from regular physical activity <i>Health A.4.1</i> Identify positive mental, emotional, social, and physical factors that influence health	Describe how you can increase your physical fitness level.	CR	1. What are the healthful benefits of physical fitness activity? (health enhancing fitness)	
<i>Health A.4.5</i> Describe the basic structure and functions of the human body systems	(Cognitive) Describe the pathway that the blood takes through the cardio respiratory system. List five major muscles.	CR/SR		
E.8.2 Assess physiological indicators of exercise such as pulse rate during and after physical activity	(Cognitive) Demonstrate the ability to take pulse and interpret results.	O		
E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength	Identify several activities related to each component of physical fitness such as development of muscular strength.	SR/CR		
<i>Health B.4.1</i> Identify responsible health behaviors	List three things to do to stay healthy.	SR/CR		
<i>Health C.4.5</i> Analyze how behaviors may have both good and bad consequences	(Cognitive) Describe the importance of balancing caloric intake with exercise to maintain weight.	CR/SR		
<i>Health E.4.3</i> Describe ways technology can influence personal health	Demonstrate the ability to operate technological devices (e.g., heart rate monitors, websites) to increase health knowledge.	O		

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UNIT TITLE: Physical Fitness		TIMELINE (LENGTH OF UNIT): 7 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities</p> <p><i>Health B.4.2</i> Identify personal health needs</p> <p><i>Health B.4.4</i> Demonstrate strategies to improve or maintain personal health</p> <p><i>Health B.8.4</i> Demonstrate strategies to improve and maintain personal and family health</p>	<p>Demonstrate the ability to interpret fitness test results and choose activities to elevate weaknesses to strengths.</p>	PA		

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ECASD Curriculum

Course Title: Physical Education
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UNIT TITLE: Striking (e.g. Hockey, Softball/Baseball/T-ball, Tennis, Volleyball)		TIMELINE (LENGTH OF UNIT): 4 wks. (2 fall + 2 spring)		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking</p> <p>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance <u>to develop movement competence</u> or proficiency such as using internal and external information to modify movement during performance</p> <ul style="list-style-type: none"> • Metacognition as doing—adjust form as doing the movement • Weight transfer in striking ball, self-throw, 2 hand under hand roll, trap soccer ball. <p>Connected to C.4.1 and C.4.2—identify characteristics</p>	<ul style="list-style-type: none"> • Consistently strike an object with control and mature form (hand position, body position, weight transfer, follow through) • Move body position to strike or receive an object • Identify when to use bump vs. set, forehand vs. backhand, etc. 	<p>O</p>	<p>5. What do you need to know to improve your physical performance? (Learning and Physical Skill development)</p>	

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UNIT TITLE: Striking (e.g. Hockey, Softball/Baseball/T-ball, Tennis, Volleyball)		TIMELINE (LENGTH OF UNIT): 4 wks. (2 fall + 2 spring)		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip</p> <ul style="list-style-type: none"> • Striking at grade 2 • Racquets at grade 4 <p>F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process</p>	<ul style="list-style-type: none"> • Describe expected essential elements of mature form (hand position, body position, weight transfer, follow through) • Provide feedback on mature form to a peer • Identify an element they will work at improving • Explain/show their level of proficiency at the start of the unit to the end of the unit 	<p>O (teacher or peer) and/or CR</p>		

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Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student <ul style="list-style-type: none"> • X=peer assessment 	<ul style="list-style-type: none"> • Identify the strengths and weakness of a peer's form 	O		

UNIT TITLE: Throw/Catch		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking	<ul style="list-style-type: none"> • Demonstrates all elements of mature form when throwing overhand (side orientation, opposition, lead with elbow, hip rotation, follow through) • Demonstrates mature form when catching ("ready" position, correct hand position, giving, moving when necessary) 	O	5. What do you need to know to improve your physical performance? (Learning and Physical Skill development)	

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UNIT TITLE: Throw/Catch		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process</p>	<ul style="list-style-type: none"> • Describe expected essential elements of mature form (side orientation, opposition, lead with elbow, hip rotation, follow through) • Provide feedback on mature form to a peer • Identify an element they will work at improving • Explain/show their level of proficiency at the start of the unit to the end of the unit 	O (teacher or peer) and/or CR	2. What kinds of behaviors will increase you and your classmates' success? (respectful behavior)	
<p>C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student</p> <ul style="list-style-type: none"> • X=peer assessment 	<ul style="list-style-type: none"> • Identify the strengths and weakness of a peer's form 	O		

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
 CR = Constructed Response (short answer/essay)

PA = Performance Assessment (performance or authentic tasks)
 O = Observation (interactive and non-interactive)

ECASD Curriculum

Course Title: Physical Education
 Full Year Course: Three 30-Minute Classes Per Week

Date: Spring, 2003
 Grade Level: 4

UNIT TITLE: Track & Field		TIMELINE (LENGTH OF UNIT): 2 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking	<ul style="list-style-type: none"> Demonstrate mature sprinting form (forward body lean, bent elbows, forceful opposite arm swing, no trunk rotation, balls of foot contact ground first) 	O	5. What do you need to know to improve your physical performance? (Learning and Physical Skill development)	
B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form	<ul style="list-style-type: none"> Perform running long jump with mature form (one foot take off, two foot landing for distance and height) 	O		
<p>C.4.1 <u>Work on improving personal performance</u> in fundamental and selected specialized motor skills such as throwing, catching, running</p> <ul style="list-style-type: none"> Refine personal performance Respond to feedback from other X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process</p>	<ul style="list-style-type: none"> Describe expected essential elements of mature sprinting form (forward body lean, bent elbows, forceful opposite arm swing, no trunk rotation, balls of foot contact ground first) Provide feedback on mature form to a peer Identify an element they will work on 	O and/or CR		

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ECASD Curriculum

Course Title: Physical Education
 Full Year Course: Three 30-Minute Classes Per Week

Date: Spring, 2003
 Grade Level: 4

UNIT TITLE: Tumbling		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates) <ul style="list-style-type: none"> • Change pace/tempo of music • Balance board, stilts, balance beam, on different body parts 	<ul style="list-style-type: none"> • Transfer weight from feet to hands (i.e. cartwheels, handstand, round-off) • Perform movement and balance skills on a beam • Perform a backward roll using a wedge mat • Support body weight while traveling, combining 4-6 movements 	O		
B.4.4 <u>Apply combined movement skills in a variety of settings</u> such as developing and refining a creative dance sequence into repeatable patterns <ul style="list-style-type: none"> • Define how we're going to go with this in elementary • Define targets – strands (dance, sports, tumbling/gymnastics) • Jump rope • Coordinate with middle school D.4.4 Use physical activity as a means of self-expression <ul style="list-style-type: none"> • Create a dance • Move to music • Make a tumbling or jump rope routine • Own stretches/exercise routine 	<ul style="list-style-type: none"> • Create and demonstrate a 4-6 skill routine on an apparatus of choice (e.g. mats, bars, rope) 	O		

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ECASD Curriculum

Course Title: Physical Education
 Full Year Course: Three 30-Minute Classes Per Week

Date: Spring, 2003
 Grade Level: 4

UNIT TITLE: Tumbling		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
<p>C.4.1 <u>Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running</u></p> <ul style="list-style-type: none"> • Refine personal performance • Respond to feedback from other • X=peer assessment (2nd grade – simple observation/comment, 3rd grade more formal feedback) <p>C.4.4 Identify and apply characteristics and critical elements of highly skilled performance <u>to develop movement competence</u> or proficiency such as using internal and external information to modify movement during performance</p> <ul style="list-style-type: none"> • Metacognition as doing—adjust form as doing the movement • Weight transfer in striking ball, self-throw, 2 hand under hand roll, trap soccer ball. • Connected to C.4.1 and C.4.2—identify characteristics 	<ul style="list-style-type: none"> • Explain mature form of a backward roll (curved shape, head to knees, hands by ears, push up, finish on feet, land soft) • Use information to improve performance 	<p>O or CR</p>		

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ECASD Curriculum

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Date: Spring, 2003
 Grade Level: 4

UNIT TITLE: Tumbling		TIMELINE (LENGTH OF UNIT): 3 wks.		
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student <ul style="list-style-type: none"> • X=peer assessment F.4.3 Work productively with a partner to improve skills, for example improve the over-hand throw pattern for distance by using the critical elements of the process	<ul style="list-style-type: none"> • Identify the strengths and weaknesses of a peer's cartwheel 	O or CR		
C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip <ul style="list-style-type: none"> • Striking at grade 2 • Racquets at grade 4 	<ul style="list-style-type: none"> • Recognize and apply the concepts of an advance routine (e.g. control, flow, presentation) 	O		

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ECASD Curriculum

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GRADE 4 ONGOING PERFORMANCE STANDARDS				
Performance Standards	Learning Targets	Assessment Type(s)	Essential Questions	Essential District Instructional Materials
D.4.1 Experience the opportunity for enjoyment while participating in physical activity	<ul style="list-style-type: none"> Indicates feelings verbally/nonverbally regarding physical activity. Identifies physical activities that are enjoyable. 	O and/or CR	2. What kinds of behaviors will increase you and your classmates' success? (respectful behavior)	
D.4.2 Learn to enjoy practicing activities to increase skill competence	<ul style="list-style-type: none"> Demonstrates active involvement in physical activity. 	O		
D.4.3 Celebrate personal successes and achievements as well as those of others G.4.2 Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior G.4.3 Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities <i>Health F.4.3 Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others</i>	<ul style="list-style-type: none"> Providing and accepting compliments/encouragement Readily accepts working with others as team members or partners regardless of skill level or background Demonstrate ways to communicate care, consideration, and respect for themselves and others 	O		
F.4.1 Follow activity-specific rules, procedures, and etiquette with little or no reinforcement	<ul style="list-style-type: none"> Follow activity-specific rules, procedures, and etiquette with little or no reinforcement 	O		
F.4.2 Utilize safety principles in activity situations <i>Health B.4.5 Develop and practice injury prevention and management strategies for personal health</i>	<ul style="list-style-type: none"> Use equipment and space safely and properly Apply safe practices with little or no reinforcement (insert safe practices for catch/throw here) 	O		

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F.4.4 Work independently and <i>on task</i> for short periods of time	<ul style="list-style-type: none"> • Work independently and <i>on task</i> for short periods of time 	O		
F.4.5 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others	<ul style="list-style-type: none"> • Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others 	O		

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
CR = Constructed Response (short answer/essay)

PA = Performance Assessment (performance or authentic tasks)
O = Observation (interactive and non-interactive)