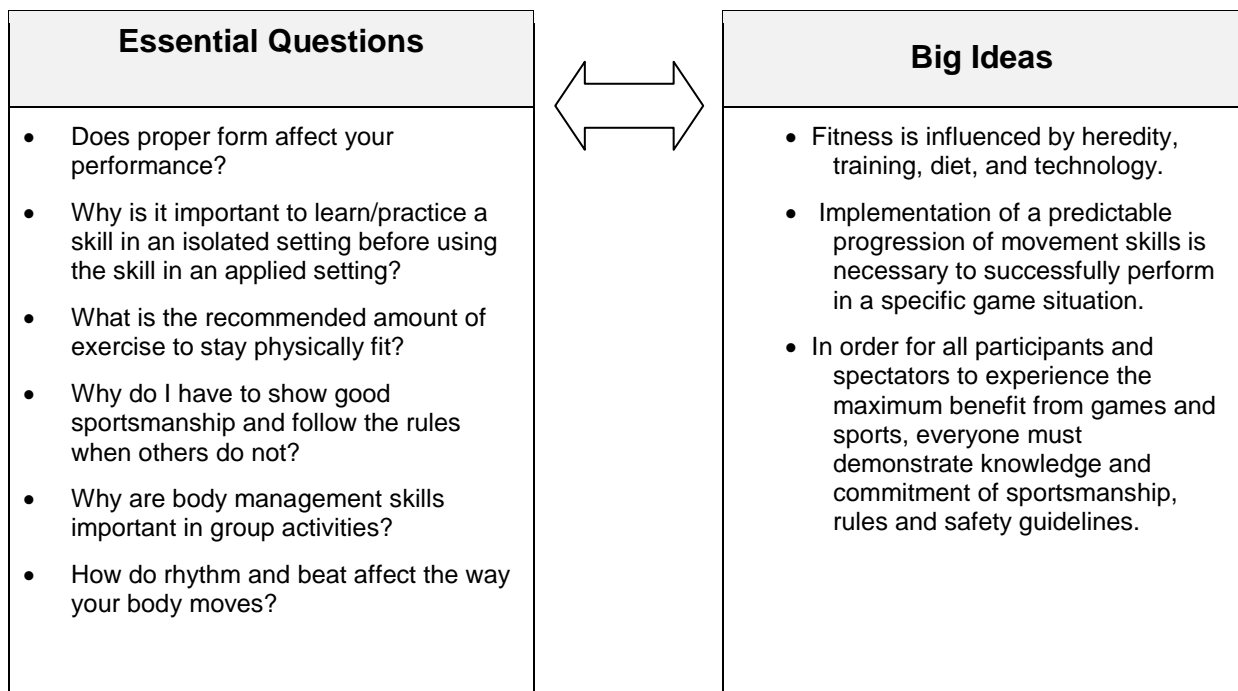


# Grade 3-4 Physical Education

Title	Movement Skills and Concepts/Fitness and Physical Activity
21 <sup>st</sup> Century Themes	Health Literacy
Interdisciplinary focus and technology integration	<p>All students will develop competence and confidence in gross motor skills and provide a foundation for participation in physical activity.</p> <p>All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



<b>Learning Targets-students will be able to;</b>
<p>Students will be able to:</p> <p><b><u>3rd Grade</u></b></p> <ul style="list-style-type: none"> <li>• Identify the components of health-related fitness and explain activities related to each component.</li> <li>• Demonstrate appropriate techniques used in fitness.</li> <li>• Describe how fitness activities enhance personal wellness.</li> <li>• Participate in health-related fitness activities.</li> </ul>

- Develop and attain a personal fitness goal to improve performance.
- Demonstrate a variety of manipulative skills.
- Follow proper safety methods when performing physical activities.
- Discuss physical, social, emotional benefits of exercise.

#### **4<sup>th</sup> Grade**

- Develop and attain a personal fitness goal to improve performance.
- Demonstrate all of the loco motor skills.
- Discuss how practice, regular participation, and appropriate feedback help improve skills.
- Perform movement skills specific to various sports.
- Engage in class activities that develop all components of fitness.
- Follow proper safety methods when performing physical activities.

**Assessments:** Teacher observation, student participation/ effort, preparation, oral responses, partner assessment, self assessment, fitness tests

#### **Differentiation**

Written work and artistic expression are used in the presentation and the assessment of the lesson.

Adjust length of lesson and equipment being used according to student abilities.

### **Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

Content Standards: 2.5 Motor Skills 2.6 Fitness

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games sports, dance, and recreational activities).

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behaviour as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related fitness.

2.6.4.A.3 Develop a health related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training diet, and technology.

### **Learning Experiences**

Locomotion Skills	Lead up games
Manipulative activities	Fitness
Rhythmic skills	Partner activities
Creative Play	Cooperative games
Tagging Games	Apparatus
Stations	Jumping Rope
Body management skills	
Relays	

### **Teaching Strategies**

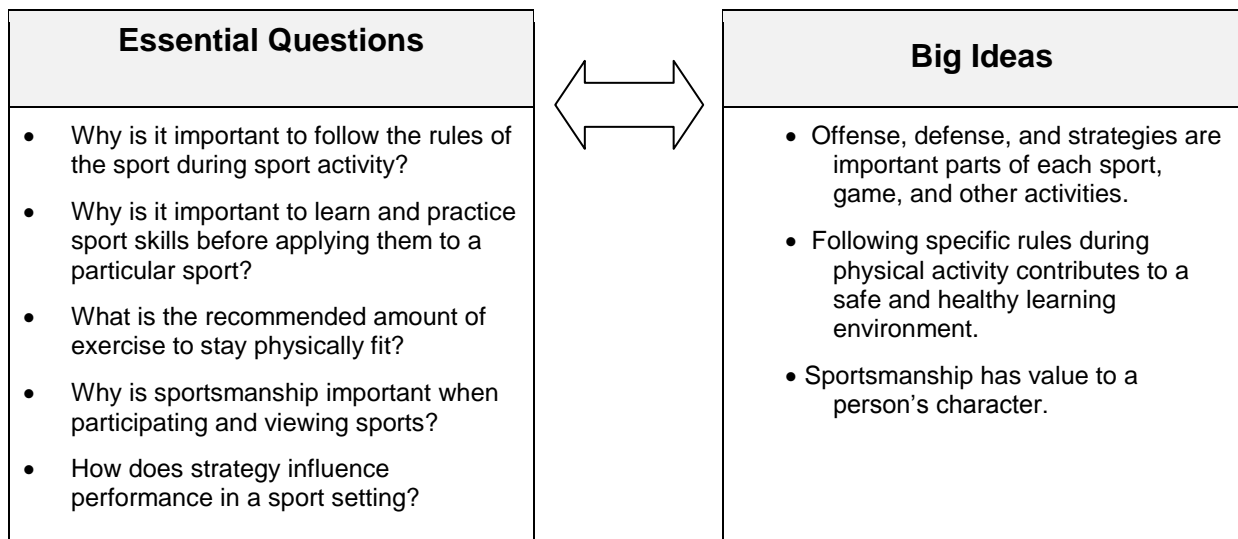
Convergent  
Divergent  
Guided Discovery  
Inclusion  
Reciprocal  
Command  
Self Check

**Resources:** PE Central, PE game manuals, workshops, teaching physical education textbooks

# Grade 3-4 Physical Education

<b>Title</b>	<b>Sport Skills, Strategy, Sportsmanship, Rules, and Safety</b>
21 <sup>st</sup> Century Themes	Health Literacy, Civic Literacy
Interdisciplinary focus and technology integration	<p>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</p> <p>In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment of sportsmanship, rules and safety guidelines.</p>

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply a learned skill to a sport and game setting.</li> <li>• Describe the characteristics of being a good team member.</li> <li>• Demonstrate the use of basic offensive and defensive strategies.</li> <li>• Describe when, where, and how to use and adapt specific movement skills and concepts through a variety of games and activities.</li> <li>• Observe physical activities and provide feedback to participants to improve performance.</li> <li>• Describe and demonstrate the application of appropriate rules, strategies and sportsmanship behaviors as a participant in and observer of physical activities.</li> </ul>

**Assessments:** Teacher observation, student participation/ effort, preparation, oral responses, partner assessment, self assessment, fitness tests

**Differentiation**

Written work and artistic expression are used in the presentation and the assessment of the lesson.

Adjust length of lesson and equipment being used according to student abilities.

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

Content Standards: 2.5 Motor Skills 2.6 Fitness

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behaviour as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

**Learning Experiences**

Soccer	Pickle-ball
Football	Hockey
Basketball	Wiffle-Ball
Volleyball	Cardio-Kickball
Tumbling/Gymnastics	Fitness Testing
Ultimate Frisbee	Badminton
Cooperative Activities	

**Teaching Strategies**

Convergent  
Divergent  
Guided Discovery  
Inclusion  
Reciprocal  
Command  
Self Check

**Resources:** PE Central, PE game manuals, workshops, teaching physical education textbooks