

**Third and Fourth Grade PE** students at St. Patrick’s will develop physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school’s overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development). It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>1.1 Motor Skills</b>	a. Throw, catch, and kick using mature form. b. Dribble and pass a basketball to a moving receiver. c. Balance with control on a variety of objects (balance board, large apparatus). d. Develop and refine a tumbling sequence demonstrating smooth transitions. e. Jump and land for height/distance using mature form.	Tag games Aerobics, Square Dance Gymnastics/Tumbling Jump Rope Lead-up games, soccer, basketball, volleyball, softball, hockey Racquets/paddles and Balloons Beach balls/nerf-balls/playground balls	Tests Daily Work Timed Tests Teacher Observation
<b>1.2 Application</b>	a. Establish movement vocabulary (e.g., agility, speed, flexibility, balance). b. Recognize the critical elements of a throw made by a fellow student and provide feedback to that student. c. Understand that appropriate practice improves performance.	Students teaching one skill (e.g., kicking, catching, throwing to the rest of a small group) Partner assessment in a variety of skills	Tests Daily Work Teacher Observation
<b>1.3 Active Living</b>	a. Regularly participate in physical activity for the purpose of developing a healthy lifestyle. b. Describe healthful benefits that result from regular and appropriate participation in physical activity. c. Identify at least one *activity that they participate in on a regular basis (formal or informal) outside of class setting.	Activity log Discussion on importance of physical activity	Tests Daily Work Teacher Observation

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>1.4 Physical Fitness</b>	<p>a. Engage in appropriate activity that results in the development of muscular strength.</p> <p>b. Maintain continuous aerobic activity for a specified time.</p> <p>c. Support, lift, and control body weight in a variety of activities.</p> <p>d. Regularly participate in physical activity for the purpose of improving physical fitness.</p>	<p>Activity log</p> <p>Fitness testing</p> <p>Goal setting and strategies in fitness components</p>	<p>Tests</p> <p>Daily Work</p> <p>Teacher Observations</p>
<b>1.5 Personal and Social Skills</b>	<p>a. Teach an activity or skill to two other classmates.</p> <p>b. Work productively with a partner to improve the overhand throw pattern for distance by using the critical elements of the process.</p> <p>c. Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.</p> <p>d. Assess his/her own performance problems without blaming others.</p> <p>e. Recognize differences and similarities in others' physical activity.</p> <p>f. Respect individuals and the cultural significance they attribute to various games, dances, and the physical activities.</p> <p>g. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior.</p>	<p>Students assisting with officiating</p> <p>Cooperative games (e.g., human knot)</p> <p>Cultural dances</p> <p>Discussions of individual similarities and differences</p>	<p>Daily Work</p> <p>Teacher Observations</p>
<b>1.6 Value of Exercise</b>	<p>a. Experience positive feelings as a result of involvement in physical activity.</p> <p>b. Design games and dance sequences for personal enjoyment.</p> <p>c. Celebrate personal successes and achievements as well as those of others.</p>	<p>Creation of new games, dances, tumbling routines, etc.</p> <p>Discussion on how physical activity can provide challenges</p>	<p>Daily Work</p> <p>Teacher Observations</p>