

CONTENT AREA: Physical Education
 GRADE: 4
 UNIT #: 1
 UNIT NAME: Movement Education/Rhythm
 SLOs: #4,5,6

MOVEMENT SKILL LEVEL

	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Explain how performing essential elements of movement affects one's personal health and fitness 4	Demonstrates little or no understanding of how the essential elements of movement affect personal health and fitness	Explains how the essential elements of movement affect personal health and fitness	Explains how performing the essential elements of movement affect various aspects of personal health and fitness
Explains how the correction of movement errors in response to teacher/peer feedback improves movement in games, activities, and dance 5	Displays little or no understanding of how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains and demonstrates how the correction of movement errors by teachers/peers improves movement in a variety of games, activities, and dance
Combines accurate rhythm, coordination and movement patterns while engaged in games, activities, and dance 6	Displays inconsistent skill when combining accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance	Combines accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance	Consistently combines accurate rhythm, coordination, and movement patterns while participating in a variety of games, activities, and dance

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SLO: 4

Goal: Students will explain how the essential elements of movement affect personal health and fitness.

Assessment Activity: The teacher will demonstrate a straight leg run. This run consists of moving your arms but not bending your knees while trying to run. Next the teacher will model running while bending their knees but not moving their arms. Students will then be directed to attempt the straight leg run and no arm swing run. Students may also be directed to attempt to change their posture or stride while trying these non-mechanically correct types of movement. Finally have students run with the proper gait, posture, stride etc.

Students will then be asked the following:

1. Explain how moving in a non-mechanically correct way may affect your personal health?
2. Explain how moving in a non-mechanically correct way may affect your personal fitness?
3. Think about the essential elements of moving: gait, posture, head position, stride. Why are these elements important when trying to improve our personal health and wellness?

SLO: 5& 6

Goal: Students will combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. Students will also explain how the correction of movement errors by teachers and peers will improve movement patterns in games, activities and dance.

Assessment Activity: Students in groups of four will be asked to develop a quick warm- up routine for the class. On the walls surrounding the instructional areas will be station cards with different movements written on them. Each group will practice this movement while they are at the station. Each station should last two to three minutes. Example of movements would be running in place, squats, vertical leaps, static stretches, grapevine, jumping jacks, etc. After the students have gone through each station they will be given five minutes to create their warm- up routine. Routines should be developed using three to four movements in rhythmic, coordinated patterns. Students who are not involved in the routine will be filling out their peer review sheets. These sheets will be used in a constructive manner to correct movement errors. Teachers will also be reviewing each routine for accurate rhythm and movement patterns.

3 positive comments	3 comments for improvement
1.	1.
2.	2.
3.	3.