

Focus: Students will begin to apply manipulative, locomotor, and balance and weight transfer skills in a variety of environments. Students will build on proper skill techniques and performance of skills in combination while incorporating fitness, body awareness and movement concepts. Students will monitor personal fitness levels for the purpose of achieving a health-enhancing level of physical activity and fitness. Students will begin to reflect on personal responsibility, the ability to analyze and correct movement and cooperative interactions during physical activity. Students will strengthen and expand their knowledge of the benefits of exercise on the brain and body.

Manipulative	Understanding: Students will execute a variety of motor patterns and skills needed to participate in physical activities and become competent movers.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.1	Students who demonstrate understanding will be able to:			
4.PE.1.1	Throw underhand to a partner or target with reasonable accuracy.	S1.E13.3, IL19A.2a		
4.PE.1.2	Throw overhand using a mature pattern in non dynamic environments	S1.E14.4A, IL.19A.2a		
4.PE.1.3	Throw overhand to a partner or at a target with accuracy at a reasonable distance.	S1.E14.4B, IL19A.2a		
4.PE.1.4	Throw to a moving partner with reasonable accuracy in a non dynamic environment	S1.E15.4, IL19A.2a		
4.PE.1.5	Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non dynamic environment	S1.E16.4, IL19A.2a		
4.PE.1.6	Dribble in self space with both the preferred and the nonpreferred hands using a mature pattern.	S1.E17.4A, IL19a.2a		
4.PE.1.7	Dribble in general space with control of ball and body while increasing and decreasing speed.	S1.E17.4B, IL19A.2a, IL19A.2b		
4.PE.1.8	Dribble with the feet in general space with control of ball and body while increasing and decreasing speed.	S1.E18.4, IL.19A.2a, IL19A.2b		
4.PE.1.9	Pass & receive a ball with hands using a mature pattern in a non dynamic environment	S1.E19.4A, IL19A.2a		
4.PE.1.10	Dribble with hands or feet in combination with other skills	S1.E20.4, IL19A.2a, IL19A.2b		
4.PE.1.11	Pass & receive a ball with feet using a mature pattern to a moving partner in a non dynamic environment	S1.E19.4A, IL19A.2a		
4.PE.1.12	Kick and punt using mature patterns.	S1.E21.4, IL19A.2a		
4.PE.1.13	Volley underhand using a mature pattern, in a dynamic environment	S1.E22.4, IL19A.2a, IL19A.2b		
4.PE.1.14	Volley a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.	S1.E23.5, IL19A.2a,		
4.PE.1.15	Strike an object with a short handled implement, alternating hits with a partner over a low net or against a wall	S1.E24.4B, IL19A.2a		
4.PE.1.16	Strike an object with a long-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern for the implement	S1.E25.4, IL19A.2a		
4.PE.1.17	Create a jump rope routine with either a short or long rope.	S1.E27.4, IL19A.2a, IL19A.2b		
Locomotor	Understanding: Students will apply and demonstrate a mature pattern of locomotor skills in a sequence or in combination with manipulative skills.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.2	Students who demonstrate understanding will be able to:			
4.PE.2.1	Use various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences	S1.E4.4, IL19A.2a, IL19A.2b		
4.PE.2.2	Run for distance using a mature pattern.	S1.E2.4, IL19A.2b, IL19B.2b		
4.PE.2.3	Use spring and step take-offs and landings specific to gymnastics	S1.E3.4, IL19A.2a		
4.PE.2.4	Combine locomotor movement patterns and dance steps to create and perform an original dance with a rhythmic pattern	S1.E6.4, IL19A.2a		
4.PE.2.5	Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher or student designed small-sided practice tasks	S1.E6.4, IL19A.2a, IL19A.2b		
Balance and Weight Transfer	Understanding: Students will be able to demonstrate balance and combinations of movement related to weight transfer and stability.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.3	Students who demonstrate understanding will be able to:			
4.PE.3.1	Balance on different bases of support on apparatus, demonstrating levels and shapes.	S1.E7.4, IL19A.2a, IL19A.2b		
4.PE.3.2	Transfer weight from feet and hands, varying speed and using large extension	S1.E8.4, IL19A.2a, IL19A.2b		
4.PE.3.3	Move into and out of balances on apparatus with curling, twisting and stretching actions	S1.E10.4, IL19A.2a, IL19A.2b		

4.PE.3.4	Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	S1.E12.4, IL19A.2a, IL19A.2b		
Cooperative	Understanding: Students will demonstrate and reflect on responsible behaviors with others in group settings.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.4	Students who demonstrate understanding will be able to:			
4.PE.4.1	Listen respectfully to corrective feedback from others.	S4.E3.4, SEL3A.2a, IL21A.2a		
4.PE.4.2	Praise the movement performance of others	S4.E4.4a, IL21B.2a		
4.PE.4.3	Accept players of all skill levels into the physical activity.	S4.E4.4b, SEL2A.2a, SEL2B.2b		
4.PE.4.4	Examine how to settle disagreements when participating in physical activity.	IL21B.2a, SEL2C.2b, SEL2D.2b		
Fitness	Understanding: Students will be able to demonstrate the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.5	Students who demonstrate understanding will be able to:			
4.PE.5.1	Explain the effects of physical activity on the body when changing the level of intensity	IL20B.1a		
4.PE.5.2	Analyze opportunities for participating in physical activity outside physical education class.	S3.E1.4		
4.PE.5.3	Engage in activities that help achieve the target heart rate zone for a specific amount of time.	IL20A.2b		
4.PE.5.4	Monitor the physiological changes occurring during moderate physical activity.	S3.E4.4, IL.20B.1a		
4.PE.5.5	Record heart rate after physical activity.	IL20B.2a		
4.PE.5.6	Identify activities that will improve health-related and skill related fitness.	IL20C.2b		
4.PE.5.7	Monitor progress of a health-related fitness goal by identifying areas for growth and areas of strength based on personal fitness tests and, with teacher assistance and identify strategies for progress in those areas.	S3.E5.4b, IL20C.2a		
4.PE.5.8	Explain the importance of warm-up & cool-down relative to vigorous physical activity.	S3.E4.3, S3.E4.5, IL20A.2a		
4.PE.5.9	Rate my perceived exertion during activity	IL19A.2b		
4.PE.5.10	Discuss the benefits of physical activity	IL.20A.2a		
4.PE.5.11	Participate in health-related fitness and skill-related fitness activities	IL.20A.2b		
Personal Responsibility	Understanding: Students will exhibit responsible personal and social behavior that respects self and others.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.6	Students who demonstrate understanding will be able to:			
4.PE.6.1	Exhibit and reflect on responsible behavior in independent group situations, adjusting if necessary.	S4.E1.4, S4.E2.4, IL21A.2a, IL21A.2a, SEL1B.2b, SEL2C.2b		
4.PE.6.2	Exhibit etiquette and adherence to rules in a variety of physical activities	S4.E5.4, IL19C.2b, IL21A.2b		
4.PE.6.3	Work safely with peers and equipment in physical activity settings.	S4.E5.4, IL21A.2b, IL21B.2a		
Analyze various Movement Concepts	Understanding: Students will investigate key components of movement skills and analyze movement concepts to determine what a competent mover looks like.	District/IL Standard/SHAPE	Pacing	Key Vocabulary
4.PE.7	Students who demonstrate understanding will be able to:			
4.PE.7.1	Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	S1.E11.4, IL19B.2a, IL19A.2a		
4.PE.7.2	Identify simple cues to enhance movement during selected skills	IL.19B.2b		
4.PE.7.3	Demonstrate flow and smooth transitions between multiple movements or within movement patterns	IL.19B.2b		
4.PE.7.4	Identify simple offensive and defensive strategies in select activities	DPE.1, IL19C.2b		
Neuroscience/ Health Enhancing Concepts	Understanding: Students will be able to explain the benefits of exercise in relationship to the brain.	District/IL Standard/SHAPE	Pacing	Key Vocabulary

4.PE.8	Students who demonstrate understanding will be able to:			
4.PE.8.1	List the functions of the basic parts of the brain	IL 23D.2a		
4.PE.8.2	List ways the brain benefits from exercise	IL23D.3a		
4.PE.8.3	Discuss changes that take place in the body before, during and after physical activity as it pertains to learning.	IL20A.2a		