



Physical Education - Grade 4

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced, practiced, demonstrated, and applied. Skills at this level focus on emerging levels of basic age appropriate motor skills, game strategies and tactics, physical activity knowledge, active engagement, fitness knowledge, assessment and program planning, nutrition, following rules and etiquette, and physical activity for health, challenge, self-expression/enjoyment, and social interaction.

Enduring Understandings:

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

MOTOR SKILLS AND MOVEMENT PATTERNS

- I can use locomotor skills in a variety of practice tasks, dance and educational gymnastics experiences. (S1.E1.4)
- I can run for distance using a mature pattern. (S1.E1.4)
- I can use spring and step take-offs and landings specific to gymnastics. (S1.E3.4)



MOTOR SKILLS AND MOVEMENT PATTERNS (continued)

- I can combine locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)
- I can balance on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)
- I can transfer weight from feet to hands, varying speed and using large extensions. (S1.E8.4)
- I can throw underhand with reasonable accuracy. (S1.E13.3)
- I can throw overhand using a mature pattern in non-dynamic environments. (S1.E14.4a)
- I can pass to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)
- I can catch a thrown ball at different levels using a mature pattern in a non-dynamic environment. (S1.E16.4)
- I can hand dribble in general space with control of body and ball while increasing and decreasing speed. (S1.E16.4b)
- I can foot dribble in general space with control of body and ball while increasing and decreasing speed. (S1.E18.4)
- I can pass and receive a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)
- I can kick along the ground and in the air, and punt using mature patterns. (S1.E21.4)
- I can volley underhand using a mature pattern in a dynamic environment. (S1.E22.4)
- I can volley upwards with a two-hand overhead pattern. (S1.E23.4)
- I can strike an object with a short-handled implement using a mature pattern. (S1.E24.4a)
- I can strike an object with a short-handled implement with a partner over a low net or against a wall. (S1.E24.4b)
- I can strike an object with a long-handled implement. (S1.E25.4)
- I can create a short or long jump rope routine. (S1.E27.4)

MOVEMENT AND PERFORMANCE

- I can apply the concept of open spaces to combination skills involving traveling. (S2.E1.4a)
- I can apply the movement concepts of speed, direction and force. (S2.E3.4a)
- I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)
- I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)

HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS

- I can analyze opportunities for participating in physical activity outside of physical education class. (S3.E1.4)
- I can engage actively in the activities of physical education class. (S3.E2.4)



HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS (continued)

- I can identify the components of health-related fitness. (S3.E3.4)
- I can complete fitness assessments. (S3.E5.4a)
- I can discuss the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

PERSONAL AND SOCIAL RESPONSIBILITY

- I can exhibit responsible behavior in independent group situations. (S4.E1.4)
- I can reflect on personal social behavior in physical activity. (S4.E2.4)
- I can listen respectfully to corrective feedback from others. (S4.E3.4)
- I can praise the movement performance of others both more skilled and less skilled. (S4.E4.4a)
- I can accept players of all skill levels into the physical activity. (S4.E4.4b)
- I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- I can work safely with peers and equipment in physical activity settings. (S4.E6.4)

VALUE OF PHYSICAL ACTIVITY

- I can examine the health benefits of participating in physical activity. (S5.E1.4)
- I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
- I can rank the enjoyment of participating in different physical activities. (S5.E3.4)
- I can describe and compare the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)