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# **PE Grade 4 Movement curriculum**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



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**PE/Health Grade 4 curriculum**

**Prerequisite :**

Students will practice and perform Physical Education drills and activities.

Course Description Here

Fourth Grade Physical Education will be taught by a certified Health & Physical Education Teacher. It will provide student opportunities to learn and practice skills and behaviors critical to being physically active. The Fourth Grade student will practice motor skills and movement patterns needed to perform a variety of Physical Activities. The student will participate in regular activities and achieve a health-enhancing level of physical fitness. Each child will exhibit personal and social behavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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Year-at-a-glance

<b>Subject:</b>	<b>Grade Level</b>	<b>Date Completed:</b>
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**1<sup>st</sup> Quarter, 2<sup>nd</sup> Quarter, 3<sup>rd</sup> Quarter, 4<sup>th</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>CCSS</b>

**1<sup>st</sup> Quarter, 2<sup>nd</sup> Quarter, 3<sup>rd</sup> Quarter, 4<sup>th</sup> Quarter:**

Students will actively participate and engage in physical activities that promote lifelong fitness. Units and lessons will be dependent on facilities (indoor/outdoor), equipment, and seasons. Teachers will plan lessons based on multiple standards.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Movement</b>	<p><b>10.5.6</b>  <b>A:</b> Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p><b>Objective:</b> Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p><b>Recognize movement skills:</b> Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical.</p> <p><b>Define and demonstrate movement sequences (serial skills):</b> Two or more movement skills are combined correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games and dance. Examples include: Fielding a ball and throwing it, dribbling a ball and</p>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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		<p>shooting it and performing a gymnastic routine.</p> <p>When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.</p> <p>When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete movement sequence or advanced skill.</p>			
	<p><b>B:</b> Identify and apply the concepts of motor skill development to a variety of basic skills.</p>	<p><b>Objective:</b> Identify and apply the concepts or motor skill development to variety of basic skills.</p> <p><b>Define feedback:</b>Feedback provides information related to your skill performance. Using feedback can improve</p>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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		<p>your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers, or coaches.</p> <p><b>Define and recognize selecting relevant cues:</b> The cues that you must pay attention to for successful skill execution.</p>			
	<p><b>C:</b> Describe the relationship between practice and skill development.</p>	<p><b>Objective:</b> Describe that relationship between practice and skill development.</p> <p><b>Define skill development stages:</b></p> <ul style="list-style-type: none"> <li>● <u>Inconsistent</u>(cognitive stage) Performer has to think about the skill cues to develop consistency.</li> <li>● <u>Consistent</u> (Associative stage): Performers have coordinated skill performance. Performers</li> </ul>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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		<p>become automatic by engaging in physical and mental practice under variable conditions. (Speed, direction, distance, force)</p> <ul style="list-style-type: none"> <li>• <u>Automatic</u> (Automatic stage): Performers can perform skill without having to think about cues. Movements appear effortless.</li> </ul> <p><b>Relate learning of a skill to practice:</b> Record-keeping to document changes from inconsistent to automatic performance.</p>			
	<p><b>E:</b> Identify and use scientific principles that affect basic</p>	<p><b>Objective:</b> Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <p><b>Define static and dynamic balance:</b></p> <ul style="list-style-type: none"> <li>• Static Balance: having no motion:</li> </ul>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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		<p>Bodies at rest or in equilibrium</p> <ul style="list-style-type: none"><li>• Dynamic Balance: Requires movement</li></ul> <p><b>Define Flight:</b> Flight is when objects or person is projected in the air. Trajectory depends on their velocity (speed, direction), height and angle of release. (Think of a baseball player pitching a ball or someone throwing a javelin)</p>			



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