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# PE Grade 4 Tactical

Curriculum Guide

Scranton School District

Scranton, PA



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**PE/Health Grade 4 curriculum**

**Prerequisite :**

Students will practice and perform Third Grade 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
<p><b>Net/Wall Games,Target Games,Striking/Fielding</b></p>	<p><b>10.4.6</b> <b>A:</b> Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p><b>Objective:</b> Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p><b>Physical Activity:</b></p> <ul style="list-style-type: none"> <li>● Physical activity occurs when your muscles contract to make your body move.</li> <li>● Physical activities of moderate to vigorous intensity can help you reduce your risk of disease and maintain a healthy weight.</li> </ul> <p><b>Define moderate activities:</b> Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include</p>	<ul style="list-style-type: none"> <li>● Volleyball</li> <li>● Modified Games</li> <li>● Lead up Games</li> <li>● Stations</li> <li>● Bowling</li> <li>● Target Stations</li> <li>● Kickball</li> <li>● Teeball</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>but are not limited to: Bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.</p> <p><b>Define vigorous activities:</b> Vigorous activities are defined as movement that expends more energy or is performed at a higher intensity than a brisk walk. These activities raise your heart and breathing rate. Vigorous activities include aerobics, jogging, biking. You should do these at least three days a week for at least 20 minutes. These contribute to health and fitness by lowering heart rate, blood pressure and increasing strength and endurance.</p>			
	<p><b>D:</b> Describe factors that affect childhood</p>	<p><b>Objective:</b> Students will identify and describe factors that affect their</p>			

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	<p>physical activity preferences</p>	<p>physical activity preferences.</p> <p>There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness.</p> <ul style="list-style-type: none"> <li>● Enjoyment</li> <li>● Personal Interest</li> <li>● Social Experience</li> <li>● Opportunities to learn new activities</li> <li>● Personal Preference</li> <li>● Environment</li> </ul>			
	<p><b>E:</b> Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill</p>	<p><b>Objective:</b> Students will define things they can do to improve their skills.</p> <p>Practice and experience can help you improve your motor skills. Both practice and skill can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice 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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	improvement.	experience opportunities provided through regular participation.			
	<b>F:</b> Identify and describe positive and negative interactions of group members in physical activities.	<p><b>Objective:</b> Identify and describe negative and positive interactions of group members in physical activities.</p> <p>The skills to be successful group members:</p> <ul style="list-style-type: none"> <li>● Display positive as opposed to negative skills</li> <li>● leadership: taking the lead in organizing and running your group. Doing without being bossy or mean.</li> <li>● Following: Take and follow directions to participate and be a happy and cooperative member.</li> <li>● Teamwork: Working together for the good of the group.</li> </ul>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p> <p>Student discussion</p>	Daily Lesson Plans at 40 mins per class



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		<ul style="list-style-type: none"><li>● Etiquette: using good manners and following the rules and customs of the activity.</li><li>● Adherence to the rules: Following the guidelines of the activity you are participating in.</li></ul> <p>Examples of social skills that lead to positive interactions include:</p> <ul style="list-style-type: none"><li>● Cooperation</li><li>● collaboration</li><li>● Conflict resolution</li><li>● Fairness</li><li>● Working hard</li><li>● Setting Goals</li><li>● Awareness of the needs of others</li></ul> <p>Examples of negative interactions would include:</p> <ul style="list-style-type: none"><li>● Winning at all cost</li><li>● Intimidation of others</li><li>● Bullying</li><li>● Aggression</li></ul>			
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<p><b>Net/Wall Games, Target Games, Striking/Fielding Games, Invasion Games</b></p>	<p><b>10.5.6</b> A-Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p><b>Objective:</b> Identify the basic movement concepts to create movement sequences and advanced skills.</p> <ul style="list-style-type: none"> <li>● <b>Movement skills:</b> Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.</li> <li>● <b>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</li> </ul>	<ul style="list-style-type: none"> <li>● Bowling</li> <li>● Target Stations</li> <li>● Volleyball</li> <li>● Net/wall Stations</li> <li>● Kickball</li> <li>● Tee- Ball</li> <li>● Striking/Fielding Stations</li> <li>● Basketball</li> <li>● Soccer</li> <li>● Football</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>approach and release of the bowling ball.</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</p>			
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		sequence or advanced skill.			
	<p><b>10.5.6</b> B- Identify and apply the concepts of motor skill development to a variety of basic skills</p>	<p><b>Objective:</b> Recognize and demonstrate the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> <li>● <b>Feedback:</b> Feedback provides information related to your skill performance. Using feedback can improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.</li> <li>● <b>Relevant cues:</b> The cues that you must pay attention to for successful skill execution.</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>
	<p><b>10.5.6</b> C- Describe the relationship between</p>	<p><b>Objective:</b> Describe how practice affects skill performance.</p>		<p>Teacher Observation</p> <p>Teacher Q&amp;A</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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	<p>practice and skill development.</p>	<p>Define skill development stages.</p> <ul style="list-style-type: none"> <li>● <b>Inconsistent (cognitive stage):</b> Performer has to think about the skill cues to develop consistency.</li> <li>● <b>Consistent (Associative stage):</b> Performers have coordinated skill performance. Performers become automatic by engaging in physical and mental practice under variable conditions. (speed, direction, distance, force)</li> <li>● <b>Automatic (automatic stage):</b> Performers can perform skills without having to think about cues. Movements appear effortless.</li> <li>● <b>Relate learning of a skill to practice:</b> Record-keeping to</li> </ul>		<p>Student discussion</p>	
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		document changes from inconsistent to automatic performance.			
	<p><b>10.5.6 E-</b> Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p>	<p><b>Objective:</b> Recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <p><b>Static and dynamic balance:</b> Static Balance: Having no motion: Bodies at rest or in equilibrium dynamic balance: Requires movement.</p> <p>Flight: 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 volleyball going over the net.)</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>
	<p><b>10.5.6 F-</b> Identify and apply game strategies to basic games and physical activities.</p>	<p><b>Objective:</b> Recognize and practice game strategies to basic games and physical activities.</p> <p><b>Peer communication:</b> The ability to communicate verbally/non-verbally with your teammates.</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><b>Basic concepts for target games:</b></p> <ul style="list-style-type: none"><li>● <b>Scoring-</b> teams/individuals score by hitting ball/object into coursepace with accuracy and/or power.</li><li>● <b>Offense-</b> Attempting to score</li><li>● <b>Defense-</b> To prevent offense from scoring</li></ul> <p><b>One on one:</b> One on one is a game strategy when one person defends another person. One on one is a defensive for guarding an opponent.</p> <p><b>Give and go:</b> The give and go, often called pass and cut, is a basic offensive play in which a player simply passes (gives) to a teammate and cuts (goes) to the basket/goal, attempting to break free of his defender and expecting a return pass from their teammate.</p>			
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		<p><b>Peer communication:</b> The ability to communicate verbally/non-verbally with your teammates.</p> <p><b>Basic concepts for target games:</b> Scoring: Reaching a target with a ball/object either by throwing or striking, some target games are unopposed (golf, bowling, bocce ball)</p> <p><b>Basic concepts for striking/fielding games:</b></p> <p><b>Offense:</b> players offensive team strike the ball with accuracy and/or power that eludes the fielders and gives time for the runners to move between two or more points.</p> <p><b>Defense:</b> Members of the fielding team position themselves in a way that they are able to gather the ball and throw it to a base before the runner gets there.</p>			
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		<b>Basic concepts For Invasion Games:</b>  <b>Offense:</b> The team possessing a ball or object that is attempting to score <b>Defense:</b> The team stopping its opponent from moving the ball into their territory minimizing scoring attempts. <b>Scoring:</b> Move Ball/Object into the other teams territory. Shoot in goal/basket or cross a line.			

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