

## Wilson Area School District Planned Course Guide

**Title of planned course:** 4th Grade Physical Education

**Subject Area:** Physical education

**Grade Level:** 4<sup>th</sup> Grade

**Course Description:** Elementary physical education

**Time/Credit for this Course:** 1 day/week for 40 weeks

**Curriculum Writing Committee:** Ron Hannis and Nicholas Woodward

## Curriculum Map

<b><u>August:</u></b>	Introduction to physical education: Safety guidelines and course expectations
<b><u>September:</u></b>	Introduce guidelines and expectations Body movement: General movement and game concepts Invasion: Soccer skills
<b><u>October:</u></b>	Invasion: Soccer skills Hit, run and field: Passing, receiving and kicking
<b><u>November:</u></b>	Body movement: Health-related components of fitness Body movement: Formative fitness assessments
<b><u>December:</u></b>	Invasion: Hockey skills Hit, run and field: Striking skills
<b><u>January:</u></b>	Hit, run and field: Striking skills Body movement: Jump rope skills and dance
<b><u>February:</u></b>	Body movement: Jump rope skills and dance Invasion: Basketball skills
<b><u>March:</u></b>	Invasion: Basketball skills Net/Wall: Volleyball skills Target: Frisbee/Disc golf skills
<b><u>April:</u></b>	Body movement: Summative fitness assessments Cooperative: Cooperative activities
<b><u>May:</u></b>	Hit, run and field: Diamond activities
<b><u>June:</u></b>	Wrap-up activity

## Planned Course Materials

**Course Title:** 4th Grade Physical Education

**Teacher Resources:**

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Open PE.com

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Introduction to physical education: Safety guidelines and course expectations

**Time frame:** 1- 2 classes

**State Standards:** 10.3.6.A-D

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze the role of individual responsibility for safety during physical activity
- Explain and apply safety practices in physical education class
- Know and apply appropriate emergency responses
- Describe strategies to avoid or manage conflict and violence
- Analyze the role of individual responsibility for safety during physical activity
- Identify class expectations specific to 4<sup>th</sup> grade physical education

**Core Activities:**

- Class procedures
- Review of all locomotor movements
- Tag games

**Extensions:** Cue card relay race reinforcing safety rules and class expectations

**Remediation:**

- Proximity instruction
- Reiteration
- Partner share

**Instructional Methods:**

- Teacher demonstration and explanation
- Student observation
- Question and answer session

**Materials & Resources:**

- Teacher generated poster or hand-out
- Cue cards
- Rubric assessment cards
- Class recording sheet

**Assessments:**

- Teacher observation
- Question and answer responses

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Body movement: General movement and game concepts

**Time frame:** 1-2 classes

**State Standards:** 10.3.6.D, 10.4.6.A-D, 10.5.6.A-C

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze a warm-up routine
- Independently lead warm-up routine
- Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
- Explain the effects of regular participation in moderate to vigorous physical activities on the cardiovascular and respiratory systems
- Monitor and assess the body's response to moderate to vigorous physical activities by tracking their pulse
- Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skills
- Identify and apply the concepts of motor skill development to a variety of basic skills
- Describe the relationship between practice and the change in their skill/proficiency over time
- Analyze the importance of moving to open space
- Demonstrate fitness activities with proper form and attention to safety
- Follow the rules and etiquette so that everyone is safe and has fun
- Demonstrate fitness activities with proper form and attention to safety
- Use positive language and encouraging words with their partners
- List 3 ways to improve their health-related fitness outside of physical education class
- List 3 ways to improve their skill-related fitness outside of physical education class

**Core Activities:**

- Blob tag
- Sneak up tag
- Everyone's It
- Circle tag
- Cone tag
- Partner tag
- Eleves, wizards, giants tag
- Rock, paper, scissor tag

**Extensions:**

- Choose a new skill to learn
- Practice
- Monitor one's own progress

**Remediation:**

- Partner work
- Small grouping
- Content reiteration

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Cones
- Poly spots
- Floor tape
- Whistle
- Stopwatches
- Cue cards
- Hula hoops

**Assessments:**

- Teacher observation
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Invasion: Soccer skills

**Time frame:** 3 classes

**State Standards:** 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Adjust warm-up routine to soccer style movements
- Independently lead warm-up routine with dribbling skill development
- Monitor and assess the body's response to moderate to vigorous physical activities by tracking their pulse
- Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skills
- Identify and apply the concepts of motor skill development dribbling skills with their feet
- Describe the relationship between practice and the change in their skill/proficiency over time
- Analyze the importance of moving to open space
- Demonstrate fitness activities with proper form and attention to safety
- Follow the rules and etiquette so that everyone is safe and has fun
- Use positive language and encouraging words with peers
- Apply give and go strategies to passing activities
- Describe the relationship between practice and skill development
- Analyze the role of individual responsibility for safety during physical activity
- Participate in moderate to vigorous physical activity that contributes to physical fitness
- Explain the effects of regular participation in moderate physical activities on the body systems
- Describe positive and negative interactions of group members in physical activities

**Core Activities:**

- Passing and trapping with a partner
- Place kicking, corner kicks
- Punting
- Sideline throw-ins
- Goalie throw-ins
- Dribbling: toe taps, dominant foot, non-dominant foot, both feet, inside, outside, laces, dribble and mark, dribble and steal
- Passing: dominant foot, non-dominant foot, both feet, inside, outside, laces, monkey in the middle
- Shooting: dominant foot, non-dominant foot, inside, laces,
- Stations
- Slot soccer, scooter soccer, one goal soccer, sideline soccer, monkey in the middle (5v1, 4v2, 3v3), [partner soccer](#)

**Extensions:**

- Create his/her own game to conduct in class
- Research the origin of a sport
- Map out game strategies in a given sport/activity
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**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Invasion: Passing, receiving, and kicking skills

**Time frame:** 4 classes

**State Standards:** 10.3.6.D, 10.4.6. F, 10.5.6.A-C, E, F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze a warm-up routine
- Independently lead warm-up routine with throwing review
- Identify and describe positive and negative interactions of group members in physical activities
- Explain and apply a combination of skills to execute offensive and defensive strategies and tactics
- Identify and apply the concepts of motor skill development to a variety of basic skills
- Describe the relationship between practice and skill development
- Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary
- Identify and apply game strategies to basic games and physical activities
- Discuss the health benefits of participating in invasion games/sports
- Compare the health benefits of invasion games with other activities that I enjoy
- Complete in a pass punt and kick competition
- Support and encourage peer performance as they track and engage in a pass punt and kick competition
- Analyze the importance of throwing the ball with an open passing lane
- Analyze the importance of throwing the to a receiver in open space
- Create a route to run in a passer, receiver, defender mini game

**Core Activities:**

- Throwing form and warmup: overhand movement
- Throwing a spiral
- Throwing and catching with a partner
- Student designed route running without a defender
- Student designed route running with a defender
- Place kicking
- Punting
- Passer, receiver, defender mini game
- Four down football
- Pass, punt and kick competition (grade wide)

**Extensions:**

- Create his/her own game to conduct in class
- Research the origin of a sport
- Map out game strategies in a given sport/activity
- Jackpot
- Catching a kicked ball

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Flag belts

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Body movement: Health-related components of fitness and formative fitness assessments

**Time frame:** 5 classes

**State Standards:** 10.3.6.D, 10.4.6.A-D, 10.5.6.B-E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze a warm-up routine
- Independently lead warm-up routine
- Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
- Identify and apply way to monitor and assess the body's response to moderate to vigorous physical activity
- Identify and apply the concepts of motor skill development to a variety of basic skills
- Describe the relationship between practice and skill development
- Identify and use scientific principles that affect basic movements and skills using appropriate vocabulary
- Discuss the importance of health and skill-related fitness
- Demonstrate fitness activities with proper form and attention to safety
- Demonstrate components of health and skill-related fitness
- Discuss skill-related fitness and give examples of when its components are applied in general sports setting
- Find and track their pulse throughout class and calculate their heart rate
- Discuss the differences and similarities between health- and skill-related fitness
- Use positive language and encouraging words with my partners

**Core Activities:**

- [Assessing and tracking health related components of fitness](#)
- [Assessing and tracking skill related components of fitness](#)
- Tracking resting and active heart rate
- Fitness stations

**Extensions:**

- Create your own fitness program and routine
- Allow additional time and opportunity for additional fitness work

**Remediation:**

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide
- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Invasion: Hockey skills

**Time frame:** 3 classes

**State Standards:** 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Adjust warm-up routine to hockey style movements
- Independently lead warm-up routine with dribbling skill development
- Participate in moderate to vigorous physical activity that contributes to physical fitness
- Monitor and assess the body's response to moderate to vigorous physical activities by tracking their pulse
- Identify and apply the concepts of motor skill development dribbling skills with a stick
- Describe the relationship between practice and the change in their skill/proficiency over time
- Analyze the importance of passing the puck to a player with an open passing lane
- Demonstrate fitness activities with proper form and attention to safety
- Follow the rules and etiquette so that everyone is safe and has fun
- Use positive language and encouraging words with peers
- Apply give and go strategies to passing activities
- Describe the relationship between practice and skill development
- Analyze the role of individual responsibility for safety during physical activity
- Explain the effects of regular participation in moderate physical activities on the body systems
- Describe positive and negative interactions of group members in physical activities

**Core Activities:**

- Passing and receiving with a partner
- Passing: Dominant side, non-dominant side, monkey in the middle
- Shooting: Dominant side, non-dominant side, wrist shots, slap shots, distance, accuracy
- Faceoff
- Dribbling: inside and outside side of stick, dribble and mark, dribble and steal
- Stations
- Slot hockey, scooter hockey, one goal hockey, sideline hockey, monkey in the middle (5v1, 4v2, 3v3), [noodle hockey](#)

**Extensions:**

- Create his/her own game to conduct in class
- Research the origin of a sport
- Map out game strategies in a given sport/activity

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Short sticks
- Long sticks
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Hit, run and field: Striking skills

**Time frame:** 3 classes

**State Standards:** 10.3.6.D, 10.4.6.D-F, 10.5.6.A-C, E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze the role of individual responsibility for safety during physical activity
- Adjust warm-up routine to baseball style movements
- Independently lead warm-up routine
- Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills
- Identify and apply the concepts of motor skill development to hit a variety of tossed balls including: soft toss, underhand, and overhand
- Describe the relationship between practice and skill development
- Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary
- Safely transition from batting to running
- Remain actively engaged in the activity
- Discuss the skill cues for throwing, catching, and batting
- Compete in a home run derby style game

**Core Activities:**

- Hitting a stationary ball
- Soft toss
- Hitting an underhand thrown ball
- Hitting an overhand thrown ball
- Hit, run and field
- Home run derby

**Extensions:**

- Self pitch
- Acquire and practice the desired skills using the non-dominant hand (switch hitting)
- Wallball (field, throw, run)

**Remediation:**

- Use of a batting tee
- Shorter implement
- Larger striking surface
- Larger object to strike
- Change distance between thrower and striker

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Assortment of striking implements
- Assortment of targeted objects
- Bases
- Nets
- Targets

**Assessments:**

- Teacher observation
- Technique rubric
- Student self-assessment



## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Body movement: Jump rope skills and dance

**Time frame:** 4 classes

**State Standards:** 10.3.6.D, 10.4.6.A-E, 10.5.6.A-E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Complete a practice chart to track their jump rope activity outside of physical education class
- Successfully turn and jump a long rope
- Describe components of skill-related fitness required for jumping and turning a long rope
- Give an example of how they can improve their skill-related fitness at home
- Work cooperatively with another rope turner in order to turn a rope for a jumper to jump
- Accept, recognize, and actively involve others in my group regardless of skill level
- Perform movements with the beat and tempo of the music
- Perform the order and sequence of the routine by memory
- Increase and sustain their heart rate for the duration of the routine
- Demonstrate safe movement patterns and self-control in my actions
- Will move in their personal space to the rhythm of the music
- Apply the knowledge that the song we danced to are made up of many 8-counts
- List 3 ways to improve my health-related fitness outside of physical education class
- List 3 ways to improve my skill-related fitness outside of physical education class

**Core Activities:**

- Singles: Straight jumps, backward jumps, running jumps, straddle jumps, scissor jumps, x-jumps, double jumps
- Partner: Single turner, double turner, long ropes
- Jumping stations
- Jumping bands
- Team challenges: one turn per student, multiple students jumping at one time
- Double dutch
- Ballroom: waltz box step with underarm turn, cha-cha basic with underarm turn, mambo basic with underarm turn, tango basic with promenade, swing basic with underarm turn
- Silly dances: follow the music dances, chicken dance, YMCA, cupid shuffle, cha-cha slide, electric slide, cotton eye joe

**Extensions:**

- Develop advanced jumping skills and routines
- Long jump rope with recommended tricks

**Remediation:**

- Place rope on ground
- Jump with no rope
- Slow turning rate
- Cut the rope in half to practice the act of jumping and the timing of the spin
- Start inside of the long jump rope(s) before spinners spin the rope

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Short jump ropes
- Long jump ropes
- Lemon twists
- Individual jumping wands
- Skip-it
- Hula hoops
- Music
- Dyna-Bands
- Chinese jump ropes
- Stopwatches
- Posters
- Cue cards

**Assessments:**

- Teacher observation
- Student tracking
- Peer monitoring
- Technique rubric

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Invasion: Basketball skills

**Time frame:** 4 classes

**State Standards:** 10.3.6.D, 10.4.6.A-F, 10.5.6.A-F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Adjust warm-up routine to basketball style movements
- Independently lead warm-up routine with dribbling skill development
- Monitor and assess the body's response to moderate to vigorous physical activities by tracking their pulse
- Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skills
- Identify and apply the concepts of motor skill development to dribbling skills with dominant, non-dominant, crossover, behind back, between legs dribbling at various speeds
- Describe the relationship between practice and the change in their skill/proficiency over time
- Analyze the importance of moving to open space
- Follow the rules and etiquette so that everyone is safe and has fun
- Use positive language and encouraging words with peers
- Apply give and go strategies to passing activities
- Participate in moderate to vigorous physical activity that contributes to physical fitness
- Discuss which game strategies worked and which did not work
- Follow all rules and etiquette of recreational basketball without teacher prompting
- Use the cues for shooting in order to give my shots a higher chance of scoring
- Keep control of my body and basketball in order to safely compete in competitive activities
- Discuss the relationship between open passing lanes, open space, and dribbling
- Switch dribbling skills every time I hear the signal or come to an obstacle
- Complete a practice chart to track performance and adjust based on peer feedback
- Work cooperatively with their partner by watching her/his performance, praising good effort, and providing feedback for improvement

**Core Activities:**

- Dribbling: dominant hand, non-dominant hand, crossover, behind back, between legs, dribble and steal
- Passing: chest, bounce, overhead, taps, monkey in the middle (5v1, 4v2, 3v3)
- Rebounding: taps, shoot and rebound before the ball bounces
- Shooting: free throws, layups, jump shots, skyhook, [the grouch](#)
- Stations
- Games: dunkball, scooter basketball, slot basketball, three team rotation with full court play

**Extensions:**

- Chart your shooting percentage of a non-dominant handed lay-up
- Research the history of the game of basketball
- Develop your own basketball style game

**Remediation:**

- Smaller basketball
- Lowered hoop
- Two-handed dribble
- Unlimited steps on a lay-up

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Basketballs
- Basketball hoops
- Pinnies
- Cones
- Stopwatches
- Floor tape
- Visual aide
- Whistle
- Music
- Scooters

**Assessments:**

- Teacher observation
- Technique rubric
- Student self-assessment

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Net/Wall: Volleyball

**Time frame:** 2 classes

**State Standards:** 10.3.6.D, 10.4.6.D-F, 10.5.6.C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Adjust warm-up routine to include volleyball style movements
- Independently lead warm-up routine
- Identify and use scientific principles that affect the distance that the ball travels when struck
- Describe the cues for a proper serve
- Describe the cues for a proper bump
- Describe the cues for a proper set
- Accurately underhand serve the ball into a designated space
- Act responsibly and use positive and encouraging language with teammates
- Identify strategies to track and anticipate where the ball will land
- Identify strategies and tactics needed to volley continuously with their teammates
- Work with their teammates to volley back and forth as long as possible
- Actively engage and work to improve their skill
- Use positive language and challenge their partner(s) to improve

**Core Activities:**

- Passing: Throwing, catching, bumping, setting
- Serving: Throwing, underhand serving
- Covering: Special awareness, rotation
- Keep-it-up, serve, bump set
- Newcomb ball

**Extensions:**

- Overhand serving
- Tracking number of consecutive independent bumps/sets
- Tracking number of consecutive group bumps/sets
- Badminton serving and volleying
- Badminton game play
- Under hand serving with a racket
- Over hand serving with a racket
- Volleying with a racket

**Remediation:**

- Oversized volleyball
- Beach volleyball
- Catch the ball when needed to allow play to continue
- Allow the ball to bounce and remain in play

**Instructional Methods:**

- Teacher demonstration and explanation
- Student demonstrations
- Independent practice
- Group practice and application
- Peer monitoring and feedback

**Materials & Resources:**

- Oversized volleyballs
- Beach volleyballs
- Whistle
- Cones
- Cone topper quick nets
- Mats
- Rackets
- Birdies

**Assessments:**

- Teacher observation
- Student self-assessment
- Skill rubric

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Target: Frisbee/Disc golf

**Time frame:** 2 classes

**State Standards:** 10.3.6.D, 10.4.6. F, 10.5.6.A-C, E, F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze the role of individual responsibility for safety during physical activity.
- Describe the relationship between practice and the change in their skill/proficiency over time
- Identify and use scientific principles that affect the flight of the disc
- Adjust warm-up routine to include disc golf style movements
- Explain and show how to throw a disc on various angles to change the flight
- Choose a preferred style of grip
- Putt a disc towards a basket with a spin, push, or spush style from 15 feet
- Throw a disc using a backhand motion with a three step run up
- Throw a disc using a forehand motion with a three step run up
- Track and play a seven hole course of disc golf
- Play a jackpot style game
- Run a predetermined route agist a defender
- Use positive language and challenge my partner(s) to improve

**Core Activities:**

- Throwing a disc on hyzer
- Throwing a disc flat
- Throwing a disc on an-hyzer
- Throwing and catching with a partner
- Putting: Spin, push, spush, turbo, and scooter
- Backhand throwing
- Forehand throwing
- Student designed route running without a defender
- Student designed route running with a defender
- Passer, receiver, defender mini game
- Ultimate frisbee
- Soft-disc dodgeball

**Extensions:**

- Longer throws
- [Create his/her own game to conduct in class](#)
- Research the origin of a sport
- Map out game strategies in a given sport/activity

**Remediation:**

- Shorter distance
- Soft disc
- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various Frisbees in size, weight and softness
- Poly spots
- Goals
- Cones

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Body movement: Summative fitness assessment  
Invasion: Cooperative games

**Time frame:** 4 Classes

**State Standards:** 10.3.6.D, 10.4.6.D-F, 10.5.6.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze a warm-up routine
- Independently lead warm-up routine
- Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
- Track their heart rate throughout activities
- Compare pre and post performance of fitness assessments
- Describe factors that affect childhood physical activity preferences
- Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement
- Identify and describe positive and negative interactions of group members in physical activities
- Identify and apply the concept of motor skill development to a variety of basic skills
- Describe the relationship between practice and skill development
- Identify and apply game strategies to basic game and physical activities
- List 3 ways to improve my health-related fitness outside of physical education class
- List 3 ways to improve my skill-related fitness outside of physical education class
- Use a combination of skills to execute offensive and defensive strategies and tactics
- Discuss the health benefits of participating in invasion games/sports
- Compare the health benefits of invasion games with other activities that they enjoy
- Identify the reasons why they enjoy being physically active in some activities over others
- Apply their understanding of open space to gain an offensive advantage
- Apply their understanding of marking to gain an defensive advantage
- Remain actively engaged in order to enhance their fitness
- Compete safely while engaged in a competitive active

**Core Activities:**

- [Post assessments health related components of fitness](#)
- [Post assessments skill related components of fitness](#)
- [Operation gumball](#)
- Indoor capture the flag
- [Create your own capture the flag game](#)

**Extensions:**

- Presidential fitness testing
- Execution of student created fitness program and routine

**Remediation:**

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide

- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Warrior ropes
- Pull up/chin up bar
- Elastic bands
- Kettlebells
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards
- Field paint

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 4<sup>th</sup> Grade Physical Education

**Unit:** Hit run and field: Diamond activities

**Time frame:** 4 Classes

**State Standards:** 10.3.6.D, 10.4.6.D-F, 10.5.6.A-C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Analyze a warm-up routine
- Lead proper throwing warm-up to prevent injury
- Analyze the role of individual responsibility for safety during baserunning
- Identify and use scientific principles that affect throwing, striking and kicking
- Identify and apply game strategies like directional striking, bunting and sacrifice outs
- Work collaboratively to earn an out by fielding and throwing the ball
- Discuss movement concepts related to hit run and field games (kickball/baseball/softball/wiffle ball)
- Demonstrate responsible behavior in a team setting
- Safely transition from kicking to running
- Remain actively engaged in the activity
- Discuss the skill cues for throwing, catching, and kicking
- Call out loud the baserunners to identify forced outs and pickles

**Core Activities:**

- Fielding: Throwing and catching
- Striking: Kicking and hitting
- Base running: First through home, pickle
- Kickball: Pitchers poison, force runners, tagging and throwing out

**Extensions:**

- Tagging up
- Stealing
- Shifting
- Bunting

**Remediation:**

- Larger ball
- Lighter ball
- Shorter distance to base
- Kicking a stationary ball

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

**Materials & Resources:**

- Throw down based
- Batting tees
- Cones
- Kickballs
- Wiffle balls
- Gator balls
- Plastic bats

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics