

Danville Area School District
Course Overview and Scope and Sequence

Course Title: Physical Education
Content Area: PE
Grade Level: 4th
Date Developed: Sept. 2023

COURSE OVERVIEW: COURSE OVERVIEW: The purpose of a quality health & physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.
It is the mission of this planned course to help students:

- Acquire skills and knowledge that will form a firm foundation for later activities in physical education and recreation
- Develop a lasting desire for physical activity
- Develop a proper attitude towards activity
- Establish wholesome habits and attitudes of healthful living
- Develop worthwhile characteristics such as sportsmanship, responsibility, leadership, courtesy and fellowship.
- Health & wellness promotion

ANCHOR STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

KEY COURSE TEXT AND MATERIALS: Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.

KEY ASSESSMENTS:
Authentic Assessment
Teacher Observation

Think Pair Share
Student Demonstration
Show me - thumbs up or down
Pre and Post Skill Assessments Rubrics
Oral and/or Cognitive Quizzes
Student lead Peer Modeling
Peer Observation
Critical Elements

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Establish a safe learning environment	The physically literate individual utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others.	Exhibits responsible behavior in independent group situations. (S4.E1.4) Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	August into September - 2 weeks at the start of the year. (Revisited throughout the year)
Manipulative - Overhand throw	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws overhand using a mature pattern in non dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart	September - 1 or 2 classes. (Revisited throughout the year)

			Student lead Peer Modeling Peer Observation	Association.	
Movement concepts: Speed, direction, force - biomechanics	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) Applies the concepts of direction and force when striking an object sending it toward a designated target. (S2.E3.4b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (roughly September, revisited throughout the school year.)
Manipulative - Kicking	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (roughly October) (Revisited throughout the year)
Self-expression and enjoyment & challenges	The physically literate individual recognizes the value of physical activity as a tool for wellness, challenge, enjoyment, self-expression and socially appropriate interaction with others.	Examines the health benefits of participating in physical activity. (S5.E1.4) Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4) Ranks the enjoyment of participating in different physical activities. (S5.E3.4) Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (October) (Revisited throughout the year)

		activities. (S5.E4.4)			
Engages in physical activity - Scooter activities	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) Identifies the components of health-related fitness.5 (S3.E3.4) Ranks the enjoyment of participating in different physical activities. (S5.E3.4) Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of October) (Revisited throughout the year)
Manipulative - Dribbling and/or ball control with hands	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws to a moving partner with reasonable accuracy in a non dynamic environment (closed skills). (S1.E15.4) Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non dynamic environment (closed skills). (S1.E16.4) Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2-3 classes (November) (Revisited throughout the year)

Strategies/team strategies & tactics, throwing & catching	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b) Recognizes the types of kicks needed for different games and sports situations. (S2. E5.4c)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of November into December) (Revisited throughout the year)
Working with others - Holiday activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Exhibits responsible behavior in independent group situations. (S4.E1.4) Reflects on personal social behavior in physical activity. (S4.E2.4) Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) Praises the movement performance of others both more and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) Works safely with peers and equipment in physical activity settings. (S4.E6.4) Ranks the enjoyment of	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 Classes (December) (Revisited throughout the year)

		participating in different physical activities. (S5.E3.4)			
Personal responsibility, teamwork - Stations - Low organized activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Exhibits responsible behavior in independent group situations. (S4.E1.4) Reflects on personal social behavior in physical activity. (S4.E2.4) Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) Praises the movement performance of others both more and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) Works safely with peers and equipment in physical activity settings. (S4.E6.4) Runs for distance using a mature pattern. (S1.E2.4) Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 or 2 classes (January) (Revisited throughout the year)
Manipulative - Underhand	The physically literate	Throws overhand using a	Authentic Assessment	Children Moving, Nat	3 classes (January

throw	individual demonstrates competency in a variety of motor skills and movement patterns.	mature pattern in non dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	into February) (Revisited throughout the year)
Physical activity knowledge, Locomotor - jogging, running, sprinting	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4) Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) Identifies the components of health-related fitness.5 (S3.E3.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1-3 classes (February into March) (Revisited throughout the year)
Manipulative ball control. Accepts feedback	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 or 2 classes (March) (Revisited throughout the year)
Fitness, Self-expression and enjoyment	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical	1 class (March) (Revisited throughout the year)

			Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Education for Elementary School Children, American Heart Association.	
Engages in physical activity, fitness knowledge - Kicking & Jump Rope	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4) Passes & receives a ball with the insides of the feet to a moving partner in a non dynamic environment (closed skills). (S1.E19. 4a) Passes & receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 - 3 classes (April) (Revisited throughout the year)
Team work, applying strategies	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b) Recognizes the types of kicks needed for different games and sports situations. (S2. E5.4c) Strikes an object with a	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (April - May) (Revisited throughout the year)

		long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)			
Manipulative - Catching	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non dynamic environment (closed skills). (S1.E16.4) Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (May) (Revisited throughout the year)
Working with others, works cooperatively	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Exhibits responsible behavior in independent group situations. (S4.E1.4) Reflects on personal social behavior in physical activity. (S4.E2.4) Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (May) (Revisited throughout the year)
Student Choice - Self-expression and enjoyment Play Fairly/Play Safely/Play Actively/Play Skillfully	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Examines the health benefits of participating in physical activity. (S5.E1.4) Rates the enjoyment of participating in	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical	End of the Year - Encourage students to apply skills and to incorporate daily healthy habits over the summer break.

		challenging and mastered physical activities. (S5.E2.4) Ranks the enjoyment of participating in different physical activities. (S5.E3.4) Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Education for Elementary School Children, American Heart Association.	