Physical Education 4th Grade

Unit:	**4th Grade Football**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play football? What skills and rules must I learn to be successful? How do I use the football skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
6 Classes	10.3.6.A,C,D 10.4.6.A,B,C,D,E,F; 10.5.6.A,B,C,D,E,F	Passing Catching Hiking (snap) Line of scrimmage Offside Offense Defense Kicking Blocking Tagging Center Quarterback Touchdown Extra point Field goal Goalpost Goal line Sideline Endzone	Football passing and catching practice; Pass to endzone with a line of scrimmage; Pass through target; Catch the fly; Punting practice; Drive back; Fumble chase; Football shuttle run and agility relays; Passing and catching relay; Hike relay; Football kicking off a tee (straight on and soccer style kicks); Simulated field goal and extra point kicking; One hand touch football game; Identify rules and knowledge of the game	Footballs Pinnies Football kicking tees Cones Whistle Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Game strategy performance Question/answer sessions

Unit:	**4th Grade President's "Challenge" Physical Fitness Testing**				
Big Ideas:	Quality lifelong movement is based on scientific concepts/principles. Participation in physical activity impacts wellness throughout a lifetime.				
Unit Essential Questions:	What are the three parts of exercise? Why are warm-up stretches and cool-down activities important? What must I do to improve my physical health and skill development? What is the F.I.T.T. Formula of Exercise and how do I use this formula to improve my health and wellness?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5-6 Classes	10.4.6A,B,C,DE,F 10.5.6C,D	Jog Run Power walking Frequency/Intensity/Time/Type Repetitions/sets Warm-up/Cool-down Pacing Agility Flexibility Endurance Strength	Endurance run test >6&7 year olds do ¼ mile run >8&9 year olds do ½ mile run >10&older do 1 mile run Pull-up or Flex arm hang test Shuttle run test Curl-up test V-sit reach test Bombardment Capture the flag	Stop watch Measured track or running area Pull-up bar Floor tape Chalkboard erasers Padded mats V-sit reach box or foot ruler and masking tape Testing score sheets Parent letter informational paper Student personalized score sheet report Physical fitness test charts, posters, awards, and Top Gun records	Modified scoring based on student performance using the President "Challenge" scoring charts Assigned homework to practice for the fitness tests utilizing the learned F.I.T.T. Formula of Exercise Compare student's results with previous years scores

Unit:	**4th Grade Soccer**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How do I play soccer? What skills and rules must I learn to be successful? How do I use the soccer skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5-6 Classes	10.3.6A,C,D; 10.4.6A.B.C.D.E.F 10.5.6A,B,C,D,E,F	Soccer dribble Passing Shoot the soccer ball Goal Sideline Goal line/End line Center circle Midfield line 18 yard box Penalty kick Corner kick Goalkeeper (Keeper) Forward Midfielder Fullback Heading the ball Trap Throw in	Stop and go soccer dribbling Dribble weaving through cones Shoot out (variations) Triangle formation soccer passing, trapping, stopping (add chest stop) Keep away (variations) Square –number soccer Soccer tag Soccer game or indoor soccer Identify rules and knowledge of the game	Soccer balls Soccer goals Cones Corner flags Pinnies Whistle Posters Field diagram Cooperative behavior and sportsmanship posters Teacher designed materials Bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Game strategy performance Question/answer sessions

Unit:	**4th Grade Basketball**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How do I play basketball? What skills and rules must I learn to be successful? How do I use the basketball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
6 Classes	10.3.6A,C,D 10.4.6A,B,C,D,E,F 10.5.6A,B,C,D,E,F	Offense Defense Basketball pass Basketball dribble Carry Double dribble Pick (screen) Rebound Pivot Walk (travel) Shot Layup Foul Free throw (foul shot) Sideline Baseline Foul line Paint	Passes to teammate- chest, bounce, overhead, baseball Pass&stoop (variation) Catching passes from a teammate Ball handling drills Sideline basketball (no dribble) Ambidextrous dribble practice Pivoting practice Dribblerama Layup relay 3on3 basketball game Defense concept and practice Shooting concept with shooting games Long&Short (21) Around the world Horse (ducks) Basketball procedure, history, scoring, rules, and court markings	Basketballs Baskets Pinnies Scoreboard Whistle Court diagram Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Game strategy performance Question/answer sessions

		Block 3 point line Center circle Key	Sideline basketball game		

Unit:	**4th Grade Jump Rope**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How does the "Jump Rope for Heart" program help the community? What personal benefits do you gain by participating in the "Jump Rope for Heart" program? What skills and strategies are used to jump rope? How do I use the jump rope skills with my classmates?

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes (6-7 weeks for the securing of donations for the American Heart Association)	10.3.6A,C,D 10.4.6A,B,C,D,E,F 10.5.6A,B,C,D,E	Timing Aerobic fitness Coordination Donation Cooperation Heart Hero Body control	Practice of various jump rope techniques (individual, partner, group) Jump rope stations and rotation Jump rope games, contests, and relays View "Jump Rope for Heart" video/CD Utilize computer technology and "Jump Rope for Heart" materials to secure donations Students actively seek out donations for the American Heart Association	"Jump Rope for Heart" materials packet, instructional and motivational posters, wall charts, collection and story video(CD), prizes, and banners Regular and long jump ropes Jump rope rhythmic music tape and player Student favorite music "The World of Rope Jumping" with Mark Rothstein video Floor tape Teacher designed parent letter	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions Student level of participation in aiding the American Heart Association

Unit:	**4th Grade Dance**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How can body movements to music affect my health and wellness? How can dance improve my mental, physical, and social health? Can rhythmic expressions and movements be fun to perform? What are the basic skills and movements of dance? Where in the community can I receive more dance lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Class	10.3.6A,C,D 10.4.6A,B,C,D,E,F 10.5.6A,B,C,D,E,F	Musical beat Tempo Rhythm Creativity Rhythmic expression Controlled movement	Perform the following dances: Chicken Dance; Let's Twist Again; Loco Motion; YMCA; Limbo Rock; Macarena; Hang On Sloopy; Electric Slide; Student choice of songs	*Heel, Toe, Away We Go- record (KIM 7050) *Drew's famous "Party Music"- CD (Turn Up The Music, Inc.) *Macarena- Los Del Rio- CD (BMG Music) *The Best Of 60's Party Rock- CD (Priority Records, Inc.) *Posters and bulletin boards *Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**4th Grade Tumbling, Animal Movements, Inverted Balances, Vaulting, and Individual/Partner/Group Stunts**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How does tumbling and gymnastics improve your strength, balance, and gross motor coordination for personal fitness? What safety precautions must be used when performing gymnastic skills? What are the critical elements used in executing gymnastic movements? What must you do when performing cooperative movements? Where in the community can I receive more tumbling lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes	10.3.6.A,C,D; 10.4.6.A,B,C,D,E,F; 10.5.6.A,B,C,D,E,F	Muscular strength Balance Safety precautions Locking your arms Cooperation Spotting Twisting Bending Rolling Rocking Pushing Pulling Stretching Swinging Timing Vaulting	Level 2 Activities: *Animal Movements Cricket walk, frog jump, seal crawl, reverse seal crawl, elbow crawl, inchworm, mule kick, double lame dog, turtle, walrus walk and slap *Balance Stunts One-leg balance 180 degree reverse, tummy balance, seat balance, face to knee touch, finger touch *Tumbling and Inverted Balances Forward roll to a walkout, backward roll to stand up, backward roll extension, headstand(scissors& split), tip up, cartwheel(1 hand & no hand), handstand, front & back hand spring, front & back walkover, round off, tumbling routines *Individual Stunts Coffee grinder, scooter, hip walk, long bridge, heel stand, knee jump to standing, tanglefoot, egg roll, toe touch nose, foot behind neck ,toe tug walk *Partner & Group Stunts Partner hopping, partner twist, partner pull-up, back to back stand up, 3 or 4 person back to back standup, spider walk leapfrog, rowboat, wheelbarrow and double wheelbarrow race, three person log roll drill *Vaulting Side vault, headspring vault, vaulting with tumbling combinations	Tumbling mats Vault blocks Gymnastic student demonstrators Motivational posters Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**4th Grade Volleyball**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How do I play volleyball? What skills, rules, and strategies must I learn to be successful? How do I use the volleyball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
4 Classes	10.3.6.A,C,D 10.4.6.A,B,C,D,E,F 10.5.6.A,B,C,D,E,F	Overhead pass Forearm (bump) pass Underhand serve Overhand serve Set Spike Rotation Side out scoring Competition scoring Net Serving line Boundary line Ready position	Keep it up (alone & partner); overhand pass against a wall; passing into a basketball basket; keep it up over the net; underhand serve practice; overhand serve practice; shower serve game; identify court markings, rules, and knowledge of the game; beachball game; regular volleyball game (utilize side out & competition scoring methods); circuit run; timed line to line run; tie run	Volleyballs (adapted size balls) Volleyball poles and net Beachballs (various sizes) Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**4th Grade Baseball/Softball**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play softball? What skills, rules, and strategies must I learn to be successful? How do I use the softball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
4 Classes	10.3.6.A,C,D 10.4.6.A,B,C,D,E,F 10.5.6.A,B,C,D,E,F	Throwing Pitching Catching Fielding Batting Ground ball Fly out Base (1st, 2nd, 3rd, home) Fielders (left, right, center), shortstop, catcher, baseman, pitcher Force out Stealing Tagging up Base runner Double play Glove Bat Strike zone	Partner throwing practice; Partner underhand pitching practice; Throw around bases; Throw it and run softball game (variations); Partner catching and fielding practice; Pepper (small groups-modified); Tee ball game; One fly-two bounces- or three grounders game; Teacher pitch softball game (variations); Base running practice; Batting practice; Batter ball game; One strike softball game; Softball grass drills; Identify rules and knowledge of the game	Softballs (safety model) Gloves Bats Bases Cones Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**4th Grade Track & Field**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How do I participate in track and field events? What skills, rules, and strategies must I learn to be successful? Why is good sportsmanship important? What must I do to improve my physical health and skill development? How do I use what I learn to achieve good health and wellness? What activities can I do outside the school setting? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1-2 Classes	10.3.6.A,C,D; 10.4.6.A,B,C,D,E,F; 10.5.6.A,B,C,D,E,F	Run Jog Sprint Pacing Aerobic endurance/activity Anaerobic activity Maximum effort Step/distance measurement Foul Hop Step Jump Baton Relay Underhand/overhand baton handoff Triple jump	Standing and sprinter start practice; sprinting technique; 40 yard sprint races; running long jump practice and competition; triple jump practice and competition; underhand and overhand baton hand-offs practice; ¼ lap baton relays; various distance runs; Squad tag	Designated track area Stopwatch Measuring tape Batons Field paint for lines Posters and bulletin boards Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**4th Grade (School-wide Field/Fun Day)**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	What skills, rules, and strategies must I use to be successful? How can my parent/guardians assist with the whole day activities? Why is good sportsmanship important?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Whole day activity	10.3.6.A,C,D; 10.4.6.A,B,C,D,E,F; 10.5.6.A,B,C,D,E,F	Sportsmanship Cooperation Individual/team effort Personal enjoyment Team Pride Appreciation	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	Teacher designed activities Materials dependent upon selected activities	No formal assessment (This is a reward for the children working diligently all year long)