

Course Name:	Physical Education - 4th Grade		
Description:	Implementation of physical skills and fitness with a variety of physical activity settings	NASPE 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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 1 Week Fitnessgram Testing - 4 Weeks	1, 2, 3, 4, and 5	The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Motor Skills and Concepts	7 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, and 4	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances The students will be able to choreograph a Jump Band routine to match their own abilities

Teamwork and Social Interaction	5 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	4 and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 2, 3, 4, and 5	Outcomes: The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How can we use the 5 Components of Fitness to help create a well-rounded workout? Why is fitness so important for overall good health? What components of fitness are met when jump roping? What components of fitness are met when climbing? Besides physically, how does climbing positively affect us? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: 5 Components of Fitness Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Hydration Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can analyze opportunities for participating in physical activity outside physical education class. (S3.E1.4) I can examine the health benefits of participating in physical activity. (S5.E1.4)
Lesson Frame: Health-Related Fitness Components	I can identify the components of health-related fitness. (S3.E3.4)
Lesson Frame: Nutrition	I can discuss the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
Lesson Frame: Importance of Warm-up and Cool-Down	I can demonstrate warmup and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)
Performance Tasks: Fitness Concepts Assessment	Notes:
Topic 2: Jump Roping	Length: 1 Week

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Long-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Routine Development	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 1 Week
Standard(s): 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 respect self and others.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Climbing Apparatus Rotations	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can praise the movement performance of others both more skills and less skilled. (S4.E4.4a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): 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. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can run for distance using a mature pattern. (S1.E2.4) I can apply the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) I can complete fitness assessments (pre and post). (S3.E5.4a)

Lesson Frame: Goal Setting	I can identify areas of needed remediation from personal tests and, with teacher assistance, identify strategies for progress in those areas. (S3.E5.4b)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 10 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Essential Questions: What are different ways we may toss, throw, or catch in sport activities? What are different ways we may use the skill of striking in sport activities? What can we do, when in a game-like activity, to be more successful at scoring a goal in soccer? What can we do, when in a game-like activity, to be more successful at scoring a basket in basketball? In which situations do you use a forearm pass instead of a overhead pass in volleyball, and vice versa?	Learning Targets: Throwing and Catching in Game-Like Activities Striking in Game-Like Activities Using the Correct Type of Kick in Game-Like Activities Advancing the Ball Down the Court By Dribbling in Game-Like Activities Volleying Consecutively with a Partner
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Throwing for Distance Throwing for Accuracy
Lesson Frame: Review of Throwing and Catching Form	I can listen respectfully to corrective feedback from others. (S4.E3.4) I can throw overhand using a mature pattern. (S1.E14.4a)
Lesson Frame: Modifications for Throwing and Catching in Game-Like Activities	I can throw overhand to a partner or at a target with accuracy at a reasonable distance. (S2.E14.4b) I can catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern. (S1.E16.4)
Lesson Frame: Tossing, Throwing and Catching in Game-Like Activities	I can throw to a moving partner with reasonable accuracy. (S1.E15.4)
Performance Tasks: Throwing and Catching Authentic Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks

<p>Standard(s): 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.</p>	<p>Academic Vocabulary: Alternating Grip Closing Space Force</p>
Lesson Frame: Striking with Short-Handled Implements	I can strike and object with a short-handled implement while demonstrating mature form. (S1.E24.4a) I can strike and object with a short-handled implement, alternating hits with a partner. (S1.E24.4b)
Lesson Frame: Striking with Long-Handled Implements	I can strike an object with a long-handled implement, while demonstrating mature form and correct grip for the implement. (S1.E25.4)
Lesson Frame: Striking Skills in Game-Like Activities	I can combine traveling with striking skills in a small-sided practice task. (S1.E6.4) I can apply the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) I can apply the concepts of direction and force when striking an object with a short-handled implement towards a target. (S2.E3.4b)
<p>Performance Tasks: Striking Written Assessment</p>	Notes:
Topic 3: Soccer Skills	Length: 2 Weeks
<p>Standard(s): 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.</p>	<p>Academic Vocabulary: Giving with the Ball</p>
Lesson Frame: Kicking to Pass and Kicking to Score	I can pass and receive a ball with the insides of the feet to a moving partner. (S1.E19.4a) I can pass and receive a ball with my feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) I can kick along the ground and in the air with mature form. (S1.E21.4)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4) I can dribble with feet in combination with other skills. (S1.E20.4)
Lesson Frame: Putting Skills Together in Game-Like Activities	I can combine movement concepts with skills in practice tasks. (S2.E2.4) I can recognize the types of kicks needed for different games and sports situations. (S2.E5.4c)
<p>Performance Tasks: Soccer Authentic Assessment</p>	Notes:
Topic 4: Basketball Skills	Length: 2 Weeks

<p>Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Open Space</p>
<p>Lesson Frame: Dribbling and Passing</p>	<p>I can combine traveling with dribbling in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4 and S1.E26.4) I can dribble in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a) I can dribble in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b) I can dribble in general space with changes in direction and speed. (S2.E1.4c)</p>
<p>Lesson Frame: Shooting</p>	<p>I can listen respectfully to corrective feedback from others. (S4.E3.4)</p>
<p>Lesson Frame: Putting Skills Together</p>	<p>I can dribble in combination with other skills. (S1.E20.4) I can apply the concept of open spaces to combination skills involving traveling. (S2.E1.4a)</p>
<p>Performance Tasks: Basketball Skill Assessment</p>	<p>Notes:</p>
<p>Topic 5: Volleying</p>	<p>Length: 2 Weeks</p>
<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Forearm Pass Setting/Overhead Pass Serving</p>
<p>Lesson Frame: Forearm Pass</p>	<p>I can volley underhand using a mature pattern. (S1.E22.4)</p>
<p>Lesson Frame: Setting</p>	<p>I can volley a ball with two-hand overhead pattern, sending it in an upward direction. (S1.E23.4)</p>
<p>Lesson Frame: Introduction to Serving</p>	<p>I can listen respectfully to corrective feedback from others. (S4.E3.4)</p>
<p>Performance Tasks: Volleying Skill Assessment</p>	<p>Notes:</p>

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances. The students will be able to choreograph a Jump Band routine to match their own abilities.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? What are your own personal abilities and gymnastics and how can you develop them into a routine? What are your own personal abilities in Rhythms and Dance and how can you use them to choreograph a routine? How can we use dance to express ourselves?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics Routines Jump Band Routines
Topic 1: Chasing, Fleeing and Dodging	
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing and Fleeing	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Dodging	I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Chasing, Fleeing and Dodging Written Assessment	Notes:
Topic 2: Tumbling/Basic Gymnastics	
Standard(s): 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.	Academic Vocabulary: Gymnastics Jumps Fluidity
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can use spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)

Lesson Frame: Inverts, Gymnastics Balances, and Jumps	I can balance on different bases of support, demonstrating levels and shapes. (S1.E7.4) I can transfer weight from feet to hands, varying speed and using large extensions. (S1.E8.4) I can move into and out of balances with curling, twisting, and stretching actions. (S1.E10.4)
Lesson Frame: Routine Development	I can combine traveling with balance and weight transfer to create a gymnastics sequence. (S1.E12.4) I can combine movement concepts in gymnastics. (S2.E2.4)
Performance Tasks: Gymnastics Routines	Notes:
Topic 3: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can use various locomotor skills in a variety of dance experiences. (S1.E1.4)
Lesson Frame: Jump Bands	I can combine movement concepts with skills in dance environments. (S2.E2.4)
Lesson Frame: Choreography	I can combine locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4) I can combine locomotor skills and movement concepts to create and perform a dance with a partner. (S1.E11.4)
Performance Tasks: Jump Band Routines	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 5 Weeks
Standards: 4 and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Essential Questions: What teamwork skills were needed to complete each Cooperation Challenge? Why are Outdoor Lifetime Recreational Activities so important?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Lesson Frame: Acquaintance Activities	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Large Group Team Building Activities	I can accept players of all skill levels into the physical activity. (S4.E4.4b)
Lesson Frame: Small Group Team Building Activities	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Reflection	I can reflect on personal social behavior in physical activity. (S4.E2.4) I can describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities. (S5.E4.4)
Performance Tasks: Cooperation Challenge Cards Cooperation Challenge Team Assessment	Notes:

Topic 3: Outdoor Lifetime/Recreational Activities	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Horseshoes	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Lawn Games	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Performance Tasks: Outdoor Lifetime Recreational Activities Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3 and 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): 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 respect 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.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4) I can rank the enjoyment of participating in different physical activities. (S5.E3.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks

<p>Standard(s): 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 respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities</p>