

# Fourth Grade Physical Education Curriculum

Unit: Movement Skills and Concepts	Time :September- March	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• What are specific skills I need to be successful when doing physical activities and how do I improve?</li><li>• What can I do to help my team be successful?</li><li>• How will physical activity help us now and in the future?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• Students will explain and perform essential elements of movement skills in isolated practice, game play and dances.</li><li>• Students will throw overhand and underhand with accuracy and catch an object.</li><li>• Students will volley a ball to self, wall or partner.</li><li>• Students will dribble with both hands and feet.</li><li>• Students will use body management skills and control to move safely in games and dances .</li><li>• Students will create their own dances and/or perform a teacher-taught dance .</li><li>• Students will use self-check lists and peer-check lists to determine movement errors and skill development.</li><li>• Students will explain and demonstrate good sportsmanship characterized by encouraging teammates and following the rules.</li><li>• Students will explain and use the basic offensive and defensive strategies during gameplay.</li></ul>	<p><b>Standards:</b></p> <p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (ie games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relations to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (eg. player positioning, faking, dodging, creating open areas, and defending space)</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristic of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>

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## Benchmark Assessment(s)

- During lead-up games and small-sided games for soccer, basketball, floor hockey, football, softball, and volleyball, students will complete self-check and peer-check task sheets indicating ability to perform the essential elements of skills specific that activity. During peer activities, students will give partners feedback and indicate improvement on the check-list. (Example: For For a overhead pass with a volleyball, a student checklist may include getting into the proper stance, keeping fingers in a diamond shape, contacting the ball with pads of fingers, and pushing the ball up and out following through up over the net. On a task sheet, the student will indicate can't do it yet with a “-”, needs improvement with a “+”, and doing the skill well with a “\*”). (2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4)
- Teacher will use a checklist to observe and track students performing the skills, strategies and rules of the activity during lead-up games for soccer, softball, basketball, floor hockey, football, and volleyball, and during dance/rhythmic activities, . (2.5.4.A.1, 2.5.4.A.3, 2.5.4.B.1, 2.5.4.C.2)
- Students will create a t-chart explaining what sportsmanship looks like and sounds like and will indicate which characteristics they used during game play. (2.5.4.B.2, 2.5.4.C.1)

## Other Assessments

- ✓ Teacher observation
- ✓ Performance tasks
- ✓ Self-check

## Materials

- Parachute
- Playing cards
- Fitness Dice
- Dice
- Yarn Balls
- Cones
- Poly-spots
- Lines
- Beanbags
- Jump Ropes
- Scooters
- Music
- Ipod
- Balls
- Balloons

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## SUGGESTED ACTIVITIES

- Small-sided games (3v3, 4v4, 5v5)
- Relays using game specific skills
- Stations using game specific skills
- Whole class skill practice and drills (mirror teacher or peer)
- Practice passing to a wall, partner or small group
- Peers teach and demonstrate skills
- Lead-up games for invasion games: Dribbling line-tag, Pirates/Knock-Out, Pac-Man, Keep Away
- Jigsaw activity to learn a dance
- Create-a-dance (small groups make a sequence of 4 steps and then groups are combined to create a longer sequence).
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.

### REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target

### ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target
- Decrease size of target

### Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- [www.pecentral.com](http://www.pecentral.com)
- [www.pelink4u.com](http://www.pelink4u.com)
- [www.pedigest.com](http://www.pedigest.com)

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP11 Use technology to improve productivity. Students will use music and pedometers for motivation.

**Technology:** 8.1.5.A.4 Fitness scores are graphed and analyzed.

**SEL: Relationship skills:** Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

**Math:** 4.OA.A Students will use multiplication when determining the number of repetitions they completed when practicing skills.

# Fourth Grade Physical Education Curriculum

<b>Unit: Fitness and Physical Activity</b>		<b>Time: March-June</b>	<b>Standards:</b> 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators. 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• Why do I need to be physically active?</li><li>• What can I do to improve my fitness?</li><li>• What things that may get in the way of physical fitness?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Students will explain the benefits of regular physical activity.</li><li>• Students will develop a fitness goal and engage in a variety of activities to work towards their goal.</li><li>• Students will explain two or more factors that help or hurt the development of fitness and well-being.</li></ul>		
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ Students will create a word web listing the physical, social, emotional and intellectual benefits of regular physical activity. (2.6.4.A.1)</li><li>➤ Students will create a fitness goal and plan to improve components of fitness. The plan will include a variety of moderate and vigorous physical activities and students will list any things that may help or get in the way of achieving their goals (e.g., technology, time, diet, attitude, etc.). (2.6.4.A.2, 2.6.4.A.4)</li><li>➤ Students will keep a log of fitness activities they engaged in while working towards their fitness goals. (2.6.4.A.3)</li><li>➤ Students will complete a worksheet differentiating health-related versus skill-related fitness activities they did during physical education class. (2.6.4.A.2)</li></ul>			<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Performance tasks</li><li>✓ Self-check</li></ul> <b>Materials</b> <ul style="list-style-type: none"><li>• Playing cards</li><li>• Fitness Dice</li><li>• Dice</li><li>• Cones</li><li>• Poly-spots</li><li>• Lines</li><li>• Jump Ropes</li><li>• Scooters</li><li>• Music</li><li>• Ipod</li><li>• Balls</li><li>• Fit spots</li></ul>

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## SUGGESTED ACTIVITIES

- Fitnessgram fitness assessments (PACER, push-up, curl-ups, sit and reach, trunk lift)
- Fitness stations
- Fitness relays
- Tag games with fitness-related re-entry tasks
- Fitness Bingo
- Jump rope challenges
- Students create fitness routines
- Dance activities, like Freeze Dance
- Fitness 4 Corners
- Race Track
- Minute-to-Win It Fitness
- Cup Stacking

### REINFORCEMENT

- Peer to Peer practice
- Peer to Peer practice
- Decrease number of repetitions
- Modify activities (e.g., wall push-ups, knee push-ups, partial curl-ups)
- Place jump rope on floor

### ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Increase number of repetitions
- Modify activities to make more challenging (e.g., ball push-ups, clap push-ups, curl-ups with feet up)
- Increase size or weight of jump rope

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- <https://openphysed.org/>
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- [www.pedigest.com](http://www.pedigest.com)
- [www.cooperinstitute.org/fitnessgram](http://www.cooperinstitute.org/fitnessgram)

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