

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

**Strand:** Collaboration Activities

**National Content Area Standards:**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The physically literate individual applies, knowledge of concepts, principles, strategies and tactics, related to movement and performance.

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 that value of physical activity for health, enjoyment, challenge, self-expression and /or social interaction.

S1.E14.4B

S1.E15.4

S1.E19.4A

S1.E19.4B

S1.E3.4

S2.E5.4A

S2.E4.4B

S3.E2.4

S4.E1.4

S4.E2.4

S4.E3.4

S4.E4.4B

S4.E6.4

S5.E4.4

**PA Content Area Standards:**

10.3.6 10.4.6 10.5.6

**PA Core Standards:**

**Essential Questions:**

- How can communication enhance my personal health and develop positive relationships?
- Why is team work needed in a game play?
- What is teamwork?
- Why should you play in your assigned position?

**Understandings: Students will understand THAT . . .**

- Communication will improve team play
- Playing in an assigned position will lead to successful offensive strategy and spread the ball to all members of the team
- Passing the ball to members of your team is a characteristic of being a good team mate.
- There are differences of ability levels and you may need to cooperate with some and

- What are the characteristics of a good team player?
- What does it mean to be part of a team?
- 

collaborate with others

**Knowledge:**

- **Define teamwork**
- **Demonstrate appropriate interpersonal skills**
- **List the skills required to become a positive team player**
- **Assign group roles based on preference and equal involvement**
- **Determine appropriate playing level based on self-evaluation**

**Explains the social benefits of regular participation in physical activity cooperation, sportsmanship, teamwork,relationships**

**friends, family, school, community.**

**Understands that physical activity provides an opportunity for positive social interaction through positive communication honesty trust respect cooperation discipline.**

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**Skills:**

- Designing teams
- Assigning roles
- Work together as a team to return a ball to a specific area?
- Cooperate to teach another student

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

**Strand:** Fitness

**National Content Area Standards:**

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S3.E1.4

S3.E2.4

S3.E4.4

S3.E5.4A

S3.E5.4B

S3.E6.4

S5.E2.4

S5.E3.4

**PA Content Area Standards:**

10.3.6 10.4.6 10.5.6

**PA Core Standards:**

**Essential Questions:**

- What can I do to be physically healthy?
- What role does exercise play in physical fitness?
- How can goal setting influence personal fitness levels?
- What are the components of physical fitness?
- How does the body respond to a physical fitness activity?
- What does it mean to pace?
- How can I make good decisions to stay healthy?
- How do basic conditioning skills contribute toward other activities?

**Understandings: Students will understand THAT . . .**

- Being physically fit will improve overall health
- Being physically fit will improve academic performance
- Goal setting can result in an individual incorporating a positive lifestyle trait
- Proper pacing allows for an individual to maximize their performance

**Knowledge:**

- **Describe resting heart rate**
- **Describe body changes occurring during physical activity**
- **Track and record fitness performance**
- **Identify the body area utilized in each exercise**
- **List preferred personal activities**
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**Skills:**

- Check heart rate (resting/during exercise)
- How can you find your pulse?
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- One mile walk/run
- Pacer
- Curl-up
- Jump and Reach
- Arm Hang
- Fitness Stations (matching the 5 components of fitness)
- Fitness lower organized games
- How can you track/chart your progress of fitness?
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**Grade, Course:** 4<sup>th</sup> Grade Physical Education

**Strand:** Games Skills and Strategies

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S1.E2.4

S1.E6.4

S1.E7.4

S1.E14.4A

S1.E14.4B

S1.E15.4

S1.E16.4

S1.E17.4A

S1.E17.4B

S1.E18.4

S1.E19.4A

S1.E19.4B

S1.20.4

S1.E21.4

S1.E22.4

S1.E23.4

S1.E25.4

S1.E26.4

S2.E1.4C

S2.E5.4ABC

**PA Content Area Standards:**

10.3.6 10.4.6 10.5.6

**PA Core Standards:**

**Essential Questions:**

- What role does practice play in performance?
- How are team and individual sports different?
- What is the background/history of the activity?
- What is the object of the game?

**Understandings: Students will understand THAT . . .**

- Strike/Throw/Shoot a ball hit and return it to a targeted area successfully?
- Working together as a team to return a ball to a specific area?
- Maintaining proper positioning will lead to greater success.
- Proper technique will yield best results for game situation.
- Physical activity can increase concentration and academic performance
- Practice/Repetitions of skills is important to play the game
- Mature form in basic skills is the most effective technique.

**Knowledge:**

- **Game Positions**
  - **Offense Positions**
  - **Defense Positions**
  - **Team Spacing**
  - **Basic skills**  
**How can strategies affect the outcome of a game or physical activity.**
- Participates in activities that provide enjoyment and challenges**

**Skills:**

- Dribbling (hands or feet)
- Shooting (hands or feet)
- Catching /Trapping (hands or feet)
- Passing / (hands or feet)
- Throwing
- Volley
- Serve
- Striking with a long handled implement.
- Dodging/Eluding
- Punting
- Running
- Jumping
- Identify offensive positions
- Identify defensive positions
- Offensive strategies
- Defensive strategies

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

**Strand:** Rules and Fair play

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S2.E5.4A

S2.E5.4B

S2.E5.4C

S4.E1.4

S4.E2.4

S4.E4.4

S4.E4.4A

S4.E4.4B

S4.E4.4

S4.E6.4

**PA Content Area Standards:**

10.3.6 10.4.6 10.5.6

**PA Core Standards:**

**Essential Questions:**

- How does my behavior reflect my personal choices?
- What can I do to prevent and resolve conflict?
- Why is it necessary to follow the rules of the game?

**Understandings: Students will understand THAT . . .**

- Following the rules to a game will lead to a safer playing environment
- Team conflicts will disrupt the success of the team
- Every member and role of the team is equally important
- Proper attire is needed for safe participation
- Following rules as describes will lead to a safe and non-contentious environment
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**Knowledge:**

- Basic field rules boundary, court or field markings
- Fouls
- Scoring
- Game etiquette
- Spectator etiquette
- Safe footwear and attire for the activity
- Conflict resolution
- Cooperatively work in a group
- Safe environment for self and others

**Skills:**

- Playing an organized Basketball game
- Playing an organized Soccer game
- Playing an organized Floor Hockey game
- Accepts all decisions of game officials.
  
- Playing an organized Volleyball game
- Participating in Track & Field
- Participating in lower organized Games
- Accepting results, fouls, penalties in a respectful honest manner
- Game procedures (rotation of players, Start games)
- Respectful of own team and opponents.
- Proper treatment of officials
- Shows respect for others in positive and negative game circumstances.
  
- Demonstrates positive behavior in competitive as well as cooperative settings.
  
- Demonstrates cooperation with peers through verbal and non verbal behavior to achieve group goals
- Recognizes good play from teammates and Opponents.

