

Unit of Study 1	Fourth Grade	Quarter 1	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>running, pacing, balancing, curling, twisting, stretching, participating</p>	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 4.1.2 Run for distance, using pacing and a well-developed pattern • 4.1.3 Move into and out of balances with curling, twisting, and stretching actions • 4.3.1 Analyze opportunities for participating in physical activity outside physical education class ○→ 4.3.2 Actively engage in the activities of physical education class, both teacher-directed and independent • 4.4.5 Accept students of all skill levels into the physical activity ○→ 4.4.6 Exhibit etiquette and adherence to rules in a variety of physical activities ○→ 4.4.7 Work safely with peers and equipment in physical activity settings • 4.5.1 Examine the health benefits of participating in physical activity • 4.5.3 Critique the level of enjoyment after participating in various physical activities • 4.5.4 Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities 		<ul style="list-style-type: none"> • running • pacing • balance • curling • twisting • stretching • participating • independent • skill levels • etiquette • health benefits 	<ul style="list-style-type: none"> • Learning to jog and run distances while pacing themselves • What activities or games they can participate in outside of school • How to work safely with a partner or in groups during an activity
Physical Education Language Objectives			
<ul style="list-style-type: none"> • List activities that students can participate in afterschool. • Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities. • Tell a partner what health benefits are when participating in various physical activities. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Fourth Grade	Quarter 2	Physical Education 01/17/17
Concepts: Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet. Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting. Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.		Skills: catching, throwing underhand, throwing overhand, chasing, fleeing	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
I can: <ul style="list-style-type: none"> • 4.1.6 Use various motor skills in a variety of small group practice tasks • 4.1.7 Catch and throw a ball above the head, at chest/waist level, and below the waist, using a well-developed pattern in a non-dynamic environment • 4.1.8 Throw underhand to a partner or at a target with accuracy and increased distance • 4.1.11 Throw overhand, using a well-developed pattern with accuracy • 4.1.12 Throw overhand to a partner, or at a target at a reasonable distance • 4.2.5 Apply simple offensive strategies and tactics in chasing and fleeing activities • 4.2.6 Apply simple defensive strategies/tactics in chasing and fleeing activities • 4.4.2 Reflect on personal social behavior in physical activity • 4.4.3 Listen respectfully to corrective feedback from others (e.g., peers, adults) • 4.4.4 Praise the movement performance of others both more and less skilled 		<ul style="list-style-type: none"> • motor skills • catching • throwing • underhand • overhand • target • offensive • strategies • defensive • tactics • chasing • fleeing 	<ul style="list-style-type: none"> • Catching and throwing unit with a partner or group or target • Throwing overhand and underhand unit to a partner or target • Defensive and offensive strategies and tactics • Giving and receiving corrective feedback
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show the difference throwing a ball overhand than underhand to a target or partner. • Describe how to play offense in a game or activity then how to play defense in a game or activity. • Name the different locomotor skills you can do in an activity. 			
Assessment Options: General Options: Teacher observation, class/group discussions			

Unit of Study 3	Fourth Grade	Quarter 3	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>dribbling, volleying, receiving, catching, striking, kicking</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 4.1.4 Combine locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance or rhythmic activity with a partner ➤ 4.1.9 Dribble with the hand in personal space with both the preferred and non-preferred hand, using a well-developed pattern • 4.1.13 Volley with a two-hand overhead pattern, sending a ball upward with consecutive hits ➤ 4.1.14 Dribble with feet in general space, maintaining control of ball and body while increasing and decreasing speed • 4.1.15 Receive a ball with the insides of the foot and pass to a moving partner in a non-dynamic environment • 4.1.16 Receive a ball with the outside and inside of the foot and return the pass to a stationary partner ➤ 4.1.17 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small group activities (3-5 students) ➤ 4.2.1 Apply the concept of open spaces to combination skills (e.g., getting open for a pass, dribbling to create space) • 4.2.7 Recognize the types of kicks needed for different game and sport situations • 4.3.4 Demonstrate prescribed warm-up and cool-down relative to level of exercise 		<ul style="list-style-type: none"> • level • shapes • extensions • pathways • force • time • flow • dancing • dribbling • preferred hand • general space • volleying • receive • striking • warm-up • cool-down 	<ul style="list-style-type: none"> • Combining locomotor skills in an activity • Dribbling with hands in general space • Dribbling with feel in general space • Dribbling and receiving a ball with hands or feet with a moving or stationary partner • Combine traveling with the skills of dribbling, throwing, catching or striking in a teacher-led or student small group setting
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Show how to dribble a ball with your hand or foot in general space or pass and receive with a partner. • List the different locomotor skills you can do in an activity. • Explain why you would warm up or cool down after physical activity. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	Fourth Grade	Quarter 4	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>jumping, landing, dancing, striking, dribbling</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 4.1.1 Use spring-and-step takeoffs while jumping and landing • 4.1.5 Combine locomotor movement patterns and dance steps to create and perform an original dance ◐➤ 4.1.10 Dribble in general space, with control of ball and body while increasing and decreasing speed • 4.1.18 Create and perform a jump rope routine with either a short or long rope • 4.2.2 Apply the movement concepts of speed, endurance, and pacing for running • 4.2.3 Combine movement concepts with skills in a small group (3-5 students) activities and/or dance ◐➤ 4.2.4 Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target ◐➤ 4.3.3 Identify the components of health-related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, and flexibility) • 4.4.1 Exhibit responsible behavior in independent group situations • 4.5.2 Rate the enjoyment of participating in challenging and mastered physical activities 		<ul style="list-style-type: none"> • spring and step take-off • jumping • landing • dribbling • general space • speed • jump rope routine • short rope • long rope • endurance • pacing and running • force • striking • short-handled implement • target • cardiovascular fitness • muscular strength • muscular endurance • flexibility 	<ul style="list-style-type: none"> • Dribbling in general space while increasing and decreasing speed • Jump rope unit with short and long ropes • Group games and activities
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Identify the components of cardiovascular fitness, muscular strength, muscular endurance and flexibility. • Show how to dribble in general space with control of the body while increasing and decreasing speed. • Explain how to hit an object with a short-handled implement. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			