



Park Hill School District

Building Successful Futures • Each Student • Every Day

4th Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals.

Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9-12 weeks	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamental Movement
8-10 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness Topic 3:
16-19 weeks	Advanced Skills	Topic 1: Topic 2: Topic 3: Topic 4: Topic 5:

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Introductory Skills

Length of Unit: 9 - 12 weeks

Overview of Unit: During this unit students will be identifying fitness components and setting fitness goals. They will apply rules to activities while having body awareness in safe and unsafe situations.

Priority Standards for unit: PA1A4a Name the components of health-related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility)

- PA1A4b Set personal fitness goals
- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)
- PA2A4a Apply rules and procedures to activities
- PA3A4a Identify safe and unsafe situations and respond appropriately

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the components of health-related fitness	Name	Remember	Level 1
personal fitness goals	Set	Understand	Level 1
what systems work together to move your body	Recognize	Understand	Level 1
rules and procedures to activities	Apply	Apply	Level 2
safe and unsafe situations	Identify	Remember	Level 1

Essential Questions:

1. What are the four components of health-related fitness?
2. What are your personal fitness goals?
3. What are the body systems that work together to move your body?
4. Why is it important to apply rules & procedures for activities & games?
5. Identify safe and unsafe situations during activities as it relates to body movement.

Enduring Understanding/Big Ideas:

1. The four components of health-related fitness are cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
2. Students will be able to set and work toward personal fitness goals.
3. The skeletal system provides support and shape to the human body. The muscular system attaches to the skeletal system. When muscles are flexed or contracted the bones are pushed or pulled causing movement in the human body.
4. Rules & procedures are important while cooperating with others so that the game is fair and enjoyable for everyone.
5. Students will be able to identify important safety rules for various games and activities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Obtainable goal,	Sportsmanship, cardiovascular endurance, muscular strength, muscular endurance, flexibility, muscular system, skeletal system.

Topic 1: Foundations of Physical Education

Engaging Experience 1

Title: Movement Activities

Suggested Length of Time: 4 - 6 weeks

Standards Addressed

Priority:

- PA1A4a Name the components of health-related fitness (cardio respiratory endurance, muscular strength, muscular endurance, and flexibility)
- PA1A4b Set personal fitness goals
- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)

Supporting:

Detailed Description/Instructions:

Four Components of Health Related Fitness Stations

-Students will be grouped into 4 rotating groups. Within each group students will have a partner.

Station 1 - Cardiovascular Endurance

- Cardiovascular endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity. To improve your cardiovascular endurance, try activities that keep your heart rate elevated at a safe level for a sustained length of time. The activity you choose does not have to be strenuous to improve your cardiovascular endurance. Start slowly with an activity

you enjoy, and gradually work up to a more intense pace.

- **Your Job:** One person will be the timer and the other will be the “stepper”. The stepper must step on and off the 12 inch” tumbling mat or stepper. Once the stepper has done this for two minutes, the timer will reset the stopwatch so that the stepper can take their heart rate.

Station 2 - Muscular Endurance

- Muscular endurance is the ability of the muscle to continue to perform without fatigue.
- During this time you will be doing sit-ups! With the other six to seven members in your group, brainstorm as many different types of sit-ups/crunches possible. Split up into two groups. While one group is doing the sit-ups, the other group needs to recognize/document the types of sit-ups you are participating in; they must also time the activity.
- You will do the sit-ups in 20-second intervals, between sets there should only be a 10-second break to maximize your time.

Station 3 - Muscular Strength

- Muscular strength is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance, whether that be from weights or gravity.

Your Job:

- You will be doing push-ups and lunges! With your partner, you will trade off timing and exercising. The timer will watch the clock for 25 seconds. You must do lunges for a set, then push-ups for a set, and continue until the time is up.

Station 4 - Flexibility

- Flexibility is the range of motion around a joint. Good flexibility in the joints can help prevent injuries through all stages of life.

Your Job:

- At this time you will go through a series of stretches.
- Each stretch should be held for 15 seconds, take turns with your partner counting to 15.
- Muscles/Body Parts to Stretch: Hamstrings, Quadriceps, Calf’s, Lower Back, Shoulders, Triceps, Ankles, Buttocks, Neck

Bloom’s Levels: Remember & Apply

Webb’s DOK: Level 1 & Level 2

Topic 2: Fundamental Movement

Engaging Experience 1

Title: Organized Games

Suggested Length of Time: 5 - 7 weeks

Standards Addressed

Priority:

- PA2A4a Apply rules and procedures to activities
- PA3A4a Identify safe and unsafe situations and respond appropriately

Supporting:

Detailed Description/Instructions:

Parachute Games: (great activity for students to discuss rules, procedures, & safety)

1. Inflating the Chute/Tenting – students stand holding the parachute at the knees. On the teacher’s signal 1, 2, 3 – all students pull up on the parachute and thrust & hold their hands up over their head allowing the parachute to inflate into the air and come down on its own (no pulling down on chute or going under chute at this time). Repeat several times. Remember to signal 1, 2, 3 – each time students are to inflate the chute in activities.
2. Ripples & Waves/Popcorn – students wave/shake the parachute. First sitting, then standing. Next add gator balls (while shaking) to make popcorn.
3. Ball Launch – With gator balls in the center of parachute, have students inflate the chute. Just as the chute begins to inflate, instruct the students to pull down quickly. This will launch the balls up into the air. Repeat several times seeing how high the can launch them. Remove balls by having one half hold the parachute high & make waves while the opposite side holds it on the ground.
4. Merry-Go-Round – Students grip with the right hand and march clockwise. Switch to left hand and march counter-clockwise. Shake or inflate while marching. May add skipping/galloping/hopping.
5. Tenting Color Swap – identify a color for each student by choosing the color on the right side of their handle. K & 1 will need help identifying their color, so I just have them put their hand on the color on their right side. Students inflate the chute and you call out a color. The students that have the color will let go of the parachute and WALK under the chute and choose another open spot of the same color being careful not to bump into anyone. Watch for students who may need to be reminded of their color J. Repeat several times so each color gets to go at least twice. Then try 2 colors at once – WALK!
6. Dome – inflate the parachute, then everyone pulls the chute to the ground and trap the air from escaping. Repeat.
7. Mushroom – inflate the chute and quickly take 3 steps to the center and pull down to the floor trapping the air. Repeat.
8. Peek-a-boo Igloo – this is like the dome but you put your head under the chute and the rest of the body is outside of the chute. There will be a circle of everyone’s head inside the igloo. Repeat.
9. Peek-a-boo Igloo Switcharoo – Number the students off by 3’s. Just like Peek-a-boo Igloo, but call off a number 1-3. Those students will crawl all the way inside and trade places with someone else on the other side. Everyone else remains with just their heads inside. Call everyone’s number once. Remind them to be careful not to bump someone with their feet.

10. Igloo – The class will disappear into the igloo. Inflate the chute quickly take a step inside, pull the chute quickly on the floor, and sit on the edge trapping the air from escaping. Repeat.
11. Tornado Ball – The object of this game is to work cooperatively to move/roll the blue ball in circles around the outside of the chute. Instruct the class that as the ball is rolling toward them to move the parachute slightly down, and after the ball passes by you to move the chute up high. Ask the class what will happen if they move the parachute up high as the ball is coming toward them (the ball will move to the center and stop moving in a circle-gravity is the force pulling the ball down). Everyone stands holding the chute at their waist level. Roll the large blue exercise ball into the chute along the outside edge. The class works together to keep the ball moving in circles around the chute. Count the number of circles they can complete without losing control.
12. Fly Away – inflate the chute and on the signal “Fly Away” everyone lets go. The chute should rise & hover in the air before coming down. The trick is to have everyone let go at the same time at the peak of inflation. Remind students to stay put when the chute comes down. No jumping or moving onto the chute.

Bloom’s Levels: Apply & Remember

Webb’s DOK: Level 1 & Level 2

Engaging Scenario

Fitnessgram Physical Fitness Testing

1. PACER test-This test measures cardiovascular endurance. The students run twenty meters to a line, then turn around and get ready for the beep to run back. As the test progresses through the various levels, it gets more difficult. This teaches the students how to breathe, in through the nose, out through the mouth, and how to pace during testing.
2. Push-up test-This test measures upper body strength. During the test, the students must do push-ups with a cadence. Their elbows should be at a 90-degree angle.
3. Curl-up test-This test measures abdominal strength. During the test, the students start with their palms on their upper thighs, and during the cadence, they slide their hands to their knees.
4. Sit and Reach test-This test measures flexibility. The students put their foot flat against the testing board and keep their leg flat on the ground, then they reach and hold on the ruler to get their score.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Intermediate Skills

Length of Unit: 8 - 10 weeks

Overview of Unit: During this unit students will be able to identify healthy food choices. They will also understand and identify the proper technique of specialized skills.

Priority Standards for unit:

- PA1B4a Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)
- MP2A4a Identify the proper techniques of specialized skills (e.g., law of opposition)

Supporting Standards for unit:

- PA1A4a Name the components of health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility)
- PA1A4b Set personal fitness goals
- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)
- PA2A4a Apply rules and procedures to activities
- PA3A4a Identify safe and unsafe situations and respond appropriately

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
food choice and how it relates to a healthy lifestyle	Identify	Understand	1
the proper techniques of specialized skills	Identify	Understand	1

Essential Questions:

1. What are some healthy food choices?
2. What is one technique used in a specific sport?

Enduring Understanding/Big Ideas:

1. Fruits, vegetables, protein for muscle, dairy, energy-in, energy-out
2. Law of opposition, aiming, release point

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Protein, law of opposition

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Sport Specific Skill

Suggested Length of Time: 6 - 8 weeks

Standards Addressed

Priority:

- MP2A4a Identify the proper techniques of specialized skills (e.g., law of opposition)

Supporting:

- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)

Detailed Description/Instructions:

Endline Soccer:

Split the class into two separate groups and have one group line up on each of the end lines. Each group will number off (each player will have a number). Three different colored soccer balls are placed on the half court line. The teacher will call out one number for each of the colored soccer balls. The players with the matching numbers will play one-on-one soccer with that colored ball attempting to score by kicking the ball against the opposite wall. Soccer rules apply. All players whose numbers were not called will remain on the end line and play goalie attempting to block the shots from the opposing team. After 1-2 minutes end the round and call new numbers & repeat.

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Fitness

Engaging Experience 1

Title: Healthy Choices

Suggested Length of Time: 2 - 3 weeks

Standards Addressed

Priority:

- PA1B4a Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)

Supporting:

- PA1A4a Name the components of health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility)
- PA1A4b Set personal fitness goals

Detailed Description/Instructions:

Food Group Tag

Equipment: - Foam balls in five different colors, photo-copied food group cards/pictures/plastic food, containers, exercise cards

SET UP

Place the “Food Box” container with different pictures of foods at one side of the gym. At the other end, have the five Food Group Stations with a container and exercise card.

Divide the class into groups of five. Select one group to be the initial Food Taggers and give each Tagger a different colored ball that represents one of the five food groups (ex: green = grain, red = fruit).

HOW WE DO IT

On the teacher’s signal, the Taggers begin chasing the students. When tagged, the Tagger tells the student the name of his food group. The tagged player goes to the Food Box and selects a food representing the food group. He then goes to the Food Group Station to do the exercise (ex: ski jump 10 times). When done, the student puts the picture into the container and returns to the game. After a set time (2-3 minutes), select a new group to be the Taggers.

Bloom’s Levels: Understand

Webb’s DOK: Level 1

Engaging Scenario

Food Group Basketball/Soccer

Break class into teams (2-4 players). Each team will have one basketball. Each goal (5-6) represents a good group (fruits, vegetables, protein, dairy, grains, & fats/oils/sweets). Each goal has a container of that type of food. The object is for each player in a group to score in each food group goal. After everyone on a team has scored in a food group goal, the team selects a food to bring back to “Their Plate” to create a balanced meal. In each round you will announce whether you are collecting foods for breakfast, lunch, or dinner. Students will be instructed on how to use proper technique of specialized skills (jump-shot, kicking a soccer ball). Play multiple rounds.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Advanced Skills

Length of Unit: 16 - 19 weeks

Overview of Unit: During this unit students will identify how the body functions as it relates to movement. They will also be able to describe how the muscles affect overall health and allow the body to move during skill activities.

Priority Standards for unit:

- MP1C4a Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)
- MP1E4a Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend; tumbling - cartwheel, forward roll, Chinese get up, wheelbarrow)
- MP1F4a Apply fundamental and specialized skills in game situations
- FS1B4a Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)

Supporting Standards for unit:

- PA1A4a Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- PA1A4b Set personal fitness goals
- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)
- PA2A4a Apply rules and procedures to activities
- PA3A4a Identify safe and unsafe situations and respond appropriately
- PA1B4a Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)
- MP2A4a Identify the proper techniques of specialized skills (e.g., law of opposition)

Unwrapped Concepts (Students need to know)	Skills	Unwrapped (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
locomotor, non-locomotor and manipulative skill combinations during skill drills		Demonstrate	Apply	2
body parts and functions in relationship to movement		Identify	Understand	1
fundamental and specialized skills in game situations		Apply	Apply	2

Essential Questions:

1. How can you demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills?
2. Can you identify body parts and functions in relationship to movement?
3. How can you apply fundamental and specialized skills in game situations?

Enduring Understanding/Big Ideas:

1. Throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement.
2. An example of identifying body parts and functions in relationship to movement would be during the long jump – arms swing forward when legs extend.
3. Using law of opposition, aiming techniques, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Continuously, function	Law of opposition

Resources for Vocabulary Development:

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Fundamental Movements

Suggested Length of Time: 12 - 16 weeks

Standards Addressed

Priority:

- MP1C4a Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)
- MP1E4a Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend; tumbling - cartwheel, forward roll, Chinese get up, wheelbarrow)
- MP1F4a Apply fundamental and specialized skills in game situations

Supporting:

- PA1D4a Recognize what systems work together to move your body (e.g., muscular and skeletal)
- PA2A4a Apply rules and procedures to activities

Detailed Description/Instructions:

Catch 5

Game Description: Catch-5 promotes and enhances the passing skill, as well as other skills such as moving to open spaces, pivoting, and intercepting. Lots of action and lots of fun as players work together to score points by completing 5 passes before losing control of the ball or before the other team intercepts them. Highly recommended for use as part of a basketball, but could be adapted for team handball, soccer, volleyball, etc.

1. Form 2 teams in the playing area (use a half-court or full court basketball or volleyball court). Introduce the ball.

2. The goal of the game is to complete 5 successful passes, without the other team intercepting or knocking the ball away, to earn a point.
3. Passes must be counted out loud... '1,2,3,4,5!'
4. Upon completing the 5th pass, that player puts the ball against the ground and scores a point. You can also choose to have players shoot the ball into the goal after completing the fifth pass.
5. If the ball goes out of bounds, it's the other teams ball. Same thing with fouls (no contact allowed) or if a team knocks it away.

(see physedgames.com)

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Fitness

Engaging Experience 1

Title: Health and Fitness

Suggested Length of Time: 4 - 6 weeks

Standards Addressed

Priority:

- FS1B4a Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)

Supporting:

- PA1B4a Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)

Detailed Description/Instructions:

Treasure Island Picnic

This activity is modified from the Treasure Island activity. Students are broken into equal teams; each team can be called a team of ants. Place food cards/pics or play foods in the center circle of the gym (picnic table). Choose 2-4 students to be taggers (bees). The taggers are given scooters and tagging noodles. The taggers job is to tag the ants that are trying to steal their food. If tagged the ant must go back to their team and the next person on their team tries to take food from the picnic table. Members of each team take turns trying to take food from the picnic table. You can set a goal for each round such as: 1. Get an equal amount of each food group, 2. Create meal(s) that include all of the food groups, 3. Given a meal, students must collect all the necessary foods to complete the meal, 4. Students will graph their foods into food groups, 5. Etc.

Food Group Fitness

A set of "Food Fun Nutrition Cards" needed for this activity. See directions in cards for a variety of game options. Modify games to make them fit your goals. In one possible game students are grouped into teams of four players. Each team sends one player at time to come up and draw a Food Fun Nutrition Card and take it back to their team. They read the card information and do an exercise for the number of repetitions on the card. You will determine the exercise based on the food group that was drawn (fruits= burpees, vegetables=curls ups, etc.). After completing the

exercise in their groups, the student will bring the card back to the teacher and tell them how it impacts their overall health.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Scenario

Gymnastics Unit Overview

Week 1 – Travelling

Animal Travels

Rolls

Cartwheel/Roundoff

Create Your Own Travels

Week 2 – Balancing & Jumping and Landing

Review Travels

Single Balances

Use Balancing Challenges E-Book Task Cards and Poster

Partner Balances

Using PE Geek App or BalanceIt Task Cards

Jumping and Landing

Jumping Tricks

Create a Sequence using previously learned skills (Travel, Balance, Jump)

Week 3 – Create A Routine

Review Travels, Balances & Jumping and Landing

Have students come up with a Sequence or Routine combining all the elements they have learned

Perform the Sequence after giving students time to practice

During this week I have my older students write their routine down to help them think through it and also just to have a piece of evidence to show learning.

If you see your students more than once a week and have more time to devote to the unit, this is a great time to integrate some technology and video your students' routines and then watch them all as a class via a projector or TV.

Week 4 – Gymnastics Stations

Station Ideas

Rolling

Animal Travels

Jumping and Landing

Balancing Challenges

Partner Balances

Balance Beams

Cartwheels/Roundoffs

Rope Climb

Rope Swing

Rock Wall
 Exercise Station
 Rings or Bars if you have them
 Create a sequence
 Winter/Summer Olympic Stations
 (see pespecialist.com - How to teach gymnastics in PE.)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students

should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.