

Fourth Grade Comprehensive PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards
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<p>August - November</p>	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules,</p>	<p>Cooperative games, lead up games for individual and team sports.</p> <p>Warm up activities, fitness activities, cooperative games-hula hoop pass, team juggling</p> <p>Fitness gram Activities</p> <p>Have students evaluate current fitness levels and then have them create goals and utilize a fitness log to document progress.</p> <p>Participate in any physical activity skill game and discuss how different factors can affect the outcome of their performance.</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric.</p> <p>Show a video that shows students participating in appropriate and inappropriate behavior and have the class discuss the outcome of each and how they can relate that to class activities.</p> <p>Implement lead-up games for various activities that</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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<p>December - March</p>	<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific</p>	<p>Individual and collaborative activities/games. Locomotor movements in space, as well as tagging games.</p> <p>Traditional and Folk Dances including: Chicken Dance, Limbo, Alley Cat, Twist, Bunny Hop, Square Dancing, Zumba, Macarena, Hokey Pokey, Conga Line</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills.</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric</p> <p>Have students brainstorm a variety of ways to demonstrate proper etiquette and behavior in gameplay (and institute those behaviors while participating).</p> <p>Have students create a list of modified rules and</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework</p> <p>Summative Assessments: Test Quiz</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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<p>March - June</p>	<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Individual and collaborative activities/games. Locomotor movements in space, as well as tagging games.</p> <p>Have students mimic beats and rhythm patterns using hands and feet or materials such as pool noodles.</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Have students utilize materials such as balance boards/balance beams to build body control and stability.</p> <p>Have students create a video of themselves performing a skill and evaluate their own performance via teacher provided rubric.</p> <p>Show a video that shows students participating in appropriate and inappropriate behavior and have the class discuss the outcome of each and how they can relate that to class activities.</p> <p>Have students create a list</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quiz Written responses Quizzes</p> <p>Benchmark Assessments: EOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.