

Effective Date:

Hamburg Area School District

Name of Course: Elementary Physical Education

Department: Health and Physical Education

Grade Level: Grade 4

Instructional Time: 45 minutes

Length of Course: 1 year

Period Per Cycle: 1

Length of Period: 45 minutes

Texts and Resources:

Dynamic Physical Education for Elementary School Children-
Pangrazi

Standards-Based Physical Education Curriculum Development-
Lund, Tannehill

Adventure Curriculum for Physical Education- Panicucci and
Constable

The President's Challenge Physical Activity & Fitness Awards
Program- President's Council on Physical Fitness and Sports
US Department of Health and Human Services

Assessments:

Daily In-Class Performance Assessments

Skill Assessments with Rubrics

Physical Fitness Testing

Worksheets

Personal Logs

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Physical Fitness

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What is moderate to vigorous physical activity and how does it impact your overall health?	<ul style="list-style-type: none">Identify the meaning of moderate physical activity. Sustained, repetitive, large muscles movements done at less than 60% of maximum heart rate for age.Identify the meaning of vigorous physical activity. Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age.Explain the technique needed to find an individual's maximum heart rate. Maximum heart rate is 220 beats per minute minus the participant's age.	10.4.6A, 10.4.6C
2. How does the intensity level of a physical activity impact the body?	<ul style="list-style-type: none">Engage in activities of varying intensity levels.Identify the physical impact of varying levels of intensity on the human body.Use changes in body response to assess the impact of physical activity on the body.	10.4.6B, 10.4.6C
3. Which components of health related and skill-related fitness are the most important?	<ul style="list-style-type: none">Describe the principles of exercise to the components of health related and skill-related fitness.Apply the principles of exercise to the components of health related and skill-related fitness.Recognize that exercise principles influence health and skill-related fitness.	10.5.6D
4. Why do you engage in physical activity outside of school?	<ul style="list-style-type: none">Describe factors that influence physical activity preference. These factors include: Enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference and environment.	10.4.6A, 10.4.6D

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Physical Fitness Assessment

Time Line: 6 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What is the purpose of participating in physical fitness testing?	<ul style="list-style-type: none">• Recognize the benefits of participating in assessments meant to measure the overall fitness level of an individual.• Use the results of each physical fitness test to develop a plan for the improvement of health and skill-related fitness concepts.	10.4.6A, 10.4.6C, 10.4.6E
2. What can each student do to improve their score from the previous year?	<ul style="list-style-type: none">• Identify the ways to improve the overall performance of an individual based on previous scores associated with physical fitness assessments.• Explain the impact of practice and how it affects the results of each physical fitness assessment.	10.5.6C
3. How does proper technique affect the outcome of each physical fitness test?	<ul style="list-style-type: none">• Identify the proper technique for each physical fitness assessment.• Use proper technique to complete each of the five physical fitness assessments presented by the Presidential Physical Fitness Test.	10.5.6C
4. Why do the qualifying standards vary based on gender and age?	<ul style="list-style-type: none">• Review and use the qualifying standards for the Presidential Physical Fitness Test.• Identify the differences between individuals in class.• Describe the differences in physical abilities that occur between ages and gender.	10.5.6D

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Games for Understanding

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What impact does practice have on the overall experience of an activity/game?	<ul style="list-style-type: none">• Know the function of practice and how it impacts the development of skills needed to be successful in game activities.• Develop and use practice to improve an individual's performance while engaging in a given activity.• Recognize and use specific movement concepts and skills learned in other units to increase the success rate of an activity.	10.5.6C
2. How does the use of games help to teach the skills important to an individual's physical fitness?	<ul style="list-style-type: none">• Identify the benefits of participating in game situations on an individual's level of physical fitness.• Identify the benefits of participating in game situations on the skill development of an individual.• Engage in activities meant to teach skills important to the development of lifelong fitness.	10.4.6A, 10.5.6F
3. What is a striking/fielding game?	<ul style="list-style-type: none">• Identify the roles of individuals both on the fielding team and the striking team.• Explain the rules of various striking/fielding games when prompted by the teacher.• Describe the similarities and differences between the different types of striking/fielding games.	10.5.3F, 10.5.6A

**Hamburg Area School District
Course Plan**

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Games for Understanding

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What specific skills can be acquired while participating in simple invasion games?	<ul style="list-style-type: none"> • Know and understand the rules, including scoring, involved in simple invasion games. • Identify the skills needed to be successful in specific invasion games. • Recognize and incorporate the skills acquired in invasion games to succeed in activities outside of the gymnasium. 	10.4.6A, 10.5.6F
5. What specific skills can be acquired by participating in target games?	<ul style="list-style-type: none"> • Know and understand the rules, including scoring, involved in various target games. • Identify the skills needed to be successful in specific target games. • Recognize and incorporate the skills acquired in invasion games to succeed in activities outside of the gymnasium. 	10.4.6A, 10.5.6F
6. How does the development of strategy help to positively impact the result of a game?	<ul style="list-style-type: none"> • Describe which strategies can be used in specific games and activities. • Recognize the role of other's feedback and the impact it can have on the overall result of the game. • Identify and use the strategies developed during practice time to positively impact the result of the game. • Recognize that game strategies are used to be successful in games and physical activities. 	10.5.6F
7. What's the impact of positive and negative interactions when participating in various types of games?	<ul style="list-style-type: none"> • Recognize the positive interactions that can occur when participating in games meant to promote understanding through various forms of interaction. • Recognize the negative interactions that can occur when participating in games meant to promote 	10.4.6F, 10.5.6F

	understanding through various forms of interaction.	
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Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Movement Concepts and Skills

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can you become an advanced mover?	<ul style="list-style-type: none"> Explain how basic movement skills and concepts combine to form movement sequences and advanced skills. 	10.4.6A, 10.5.6A
2. What are the qualities of movement and how do they help you move more efficiently?	<ul style="list-style-type: none"> Identify the three qualities of movement and how they relate to specific movement skills. These qualities include: Time or speed, Force, and Flow. Engage in activities meant to illustrate the impact the qualities of movement has on a skill. 	10.5.6A
3. How does spatial awareness impact movement skills?	<ul style="list-style-type: none"> Identify where the body can move while participating in physical activities. The elements of spatial awareness are: Personal space, direction, level, pathways, and planes. Engage in divergent and convergent discovery activities meant to focus on spatial awareness. 	10.5.6A

4. What impact does body awareness have on the understanding of movement?	<ul style="list-style-type: none"> Understand the concept of body awareness. Body awareness is defined as the shapes it can make, how it can balance, and transfer of weight to different body parts. 	10.5.6A
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Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Motor Skill and Body Control Activities

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What is the difference between gross motor skills and fine motor skills?	<ul style="list-style-type: none"> Apply motor skill development concepts to a variety of basic motor skills. Engage in activities meant to describe the differences between fine and gross motor skills. Identify and engage in activities to improve both gross and fine motor skills. 	10.5.6B
2. How does practice impact motor skill development?	<ul style="list-style-type: none"> Describe the connection between appropriate practice and the development of motor skills. Engage in practice activities meant positively impact the development of motor skills. 	10.5.6C, 10.4.6E
3. What are the differences between locomotor, non-locomotor, and manipulative skills?	<ul style="list-style-type: none"> Identify and engage in the different locomotor skills learned in physical education class. Identify and engage in the different non-locomotor skills learned in physical education class. Identify and engage in different manipulative skills 	10.5.6A

	learned in physical education class.	
4. How can you increase the chances of throwing, catching, kicking, or striking an object?	<ul style="list-style-type: none"> Engage in activities meant to improve various motor skills. These practice activities will focus around the proper techniques to throwing, catching, kicking, and striking an object. Use the progressions and regressions of skill development to increase the success rate of specific motor skills. 	10.4.6A, 10.5.6B, 10.5.6E

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Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Adventure Education

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What are the components of a successful Full Value Contract?	<ul style="list-style-type: none"> Identify the components of a successful Full Value contract. Play Hard Play Safe Play Fair Have Fun Understand and apply the concept of full value to develop an effective Full Value contract. 	10.4.6F
2. What are the benefits of building a strong classroom community?	<ul style="list-style-type: none"> Identify and practice effective negotiation skills when participating in small and large group activities. Describe the benefits of a strong classroom community and how it impacts the types of 	10.4.6F, 10.5.6F

	interactions experienced in class.	
3. How can working together help to improve individual performance?	<ul style="list-style-type: none"> Identify the impact that one student can have on another due to differences in skill and experience. Engage in activities that explain what it takes to solve more complex problems. 	10.4.6F, 10.5.6F
4. What are the benefits of investigating the similarities and differences among classmates?	<ul style="list-style-type: none"> Explain how does feels to experience both win-lose and win-win solutions. Identify the role that conflict escalation has on interactions experienced in class. Identify the role that conflict de-escalation has on interactions experienced in class. 	10.4.6F, 10.5.6F

**Hamburg Area School District
Course Plan**

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Rhythmic Activities

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How do the essential characteristics of music affect performance in an activity?	<ul style="list-style-type: none"> Recognize the tempo of a musical selection. Tempo is the speed of the music. It can be constant or show a gradual increase or decrease. Recognize the beat of a musical selection. Beat is the underlying rhythm of music. The beat can be even or uneven. Music with a pronounced beat is easier to follow. Understand the characteristic of meter. Meter 	10.4.6A

	<p>refers to the manner in which the beats are put together to form a measure of music.</p> <ul style="list-style-type: none"> • Recognize the intensity of music. The intensity of music can be loud, soft, light, or heavy. 	
2. How can fundamental motor skills be used in a rhythmic movement program?	<ul style="list-style-type: none"> • Explain which basic movement skills can be combined when creating a new rhythmic activity. • Apply the basic movement skills and concepts to create and perform movement sequences and advanced skills. 	10.5.6A
3. How does the inclusion of dance impact my physical fitness level?	<ul style="list-style-type: none"> • Identify the physical fitness benefits of participating in various dance activities. • Recognize and use more complex dance activities that require higher levels of effort and physical fitness. 	10.4.6A, 10.4.6B
4. What part does creativity play in rhythmic activities?	<ul style="list-style-type: none"> • Create new and creative ways to use the long jump rope while in small groups. • Recognize that the emphasis on rhythmic activities is on the process and not on the movement outcomes. • Identify that creativity allows the opportunity for each child to respond expressively within the scope of a movement idea. 	10.5.6A
5. What skills are needed to successfully participate in folk and social dances?	<ul style="list-style-type: none"> • Identify the skills needed to successfully participate in dance activities. • Identify and engage in progressions of basic and specific dance steps to improve overall performance. 	10.4.6A