



# Physical Education Fourth Grade

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### 4<sup>th</sup> Grade

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

The committee members aligned the curriculum with the Physical Education Grade Level Expectations published by DESE in May, 2007 and cross-referenced it with the National PE Standards. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the unit assessment(s). Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Physical Education 4

GRADE LEVEL: 4<sup>th</sup> Grade

CONTENT AREA: Physical Education

### Course Description:

This course is designed to give students the opportunity to learn through a comprehensive planned physical education program. In the fourth grade Wellness unit we will cover aspects of food choice and stress and how it relates to our bodies. Students will be able to name the fitness components and set personal fitness goals. They will also be able to explain the differences of aerobic and anaerobic activities and the effects on their bodies. In the unit of rhythms students will work on step patterns and formations using technology. Finally, fourth grade students will identify the proper techniques of specialized skills and apply them to game situations. They will also demonstrate locomotor and nonlocomotor skills in combinations during drills leading up to those games.

### Course Rationale:

Physical Education is an integral part of the total education process. The focus of the program is to prepare students to become physically active, develop skills, and acquire a lifelong appreciation of leading a healthy life. Recognizing the needs of each individual will facilitate the acquisition of cognitive information and skills to provide optimal physical, mental, emotional, and social well-being. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

### Course Scope and Sequence

Unit 1: Rhythms (8 class periods)	Unit 2: Wellness (18 class periods)	Unit 3: Basic Movement (16 class periods)
Unit 4: Manipulative Skills (44 class periods)		

### Unit Objectives:

Unit 1: Rhythms

1. Students will demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance.

Unit 2: Wellness

1. Students will identify the components of health-related fitness (cardio endurance, muscular strength and endurance, flexibility and body composition) and set personal fitness goals.
2. Students will identify one activity designed to help reduce stress.
3. Students will identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15 minute jog).
4. Students will recognize what systems work together to move the body.
5. Students will identify food choice and how it relates to a healthy life style.

Unit 3: Basic Movement

1. Students will be able to demonstrate loco motor, non-loco motor and manipulative skill combinations during skill drills.
2. Students will apply fundamental and specialized skills in game situations.
3. Students will identify body parts and functions in relationship to movement.

Unit 4: Manipulative Skills

1. Students will apply fundamental and specialized skills in game situations.
2. Students will identify the proper techniques of specialized skills.
3. Students will apply rules and procedures to activities.
4. Students will identify safe and unsafe situations and respond appropriately.

**Essential Terminology/Vocabulary:**

Unit 1: Rhythms

- beat
- tempo
- pattern
- formation

Unit 2: Wellness

- cardio endurance
- muscular strength
- muscular endurance
- flexibility
- body composition
- aerobic
- anaerobic
- skeletal system
- muscular system

### Unit 3: Basic Movement

- passing
- shooting
- dribbling
- stick handling
- goal tending
- knob
- shaft
- blade
- trapping
- set
- forearm pass
- underhand serve

### Unit 4: Manipulative Skills

- strike
- foul
- hit
- ball
- bases
- outfield
- pitch
- infield
- single
- double
- triple
- homerun
- grand slam
- foul out
- tag up
- double play
- lead off
- batting order
- jump ball
- shooting
- free throw line
- basket
- backboard
- chest pass
- bounce pass
- overhead pass
- double dribble

- traveling
- carrying the ball
- knob
- shaft
- blade
- stick handling
- passing
- rotate
- side out
- forearm pass
- set
- serve
- spike

### **Approved Course Materials and Resources:**

Available resources