

**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: Physical Education
Grade Level: Fourth
Content Area: Physical Education

State Standard Correlation:

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Students will be competent in many movement activities</p>	<ul style="list-style-type: none"> • Manipulate objects using accuracy and correct form. Ex. Throw, strike, and kick to a stationary object. Ex. Dribble and pass basketball with stationary defensive coverage. (no fouls) Ex. Rope jumping, short rope at least 50 turns a minute – feet lift 6” or less off of ground – work timing issues with turning then jumping Ex. Short, long rope skill series <ul style="list-style-type: none"> - 1-2 individual skills - 1 long rope skill - 1 non-jump skill - Teacher promoted transitions. <p>Cont. next page</p>		<p>Ex. – 1. Throw and catch ball to a stationary partner in one flowing motion. – wiffle ball, badminton. 2. 2 v 2 basketball 3. Jump Rope for Heart Program 4. Balance and Tumbling sequence <ul style="list-style-type: none"> • Beam & Mat • 3 elements 5. Standing long jump - Running high jump - vertical jump</p>	<p>Teacher rubric assessment Arm extension Opposite Foot Step Arm Over the Top Arm Ends Cross Leg</p> <p>Peer Assessment Using Criteria Sheet</p> <p>Y/N - Ball is stopped using foot without bobbling. Y/N – Control is Evident Y/N - Ball is kicked using inside of foot Y/N – Knee is over ball Cont. next page</p>

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	<ul style="list-style-type: none"> • Balance with some control on a variety of objects while stationary. Ex. Transfer weight, balance and tumble with some control skills: <ul style="list-style-type: none"> • Hop • Jump • Free Stand • Headstand • Log Roll • Pencil Roll • Toe Point • Toe Dip • Jump and land for height and distance using correct form 1. Arm extension 2. Leg extension 3. Using balls of foot 4. "rock" motion 			<p>Advanced – The student is able to execute all movement activities, using appropriate form and balance in a dynamic setting.</p> <p>Proficient - The student is able to execute all movement activities using appropriate form and balance in isolation.</p> <p>Basic – The student is able to execute movement activities with some form and balance in isolation.</p>

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<p>Student will be able to understand how and why one moves in a variety of situations and will use this info to enhance his/her skills.</p>	<ul style="list-style-type: none"> • Recognize the critical elements of movements made by peers and provide feedback. • Understand that appropriate practice improves performance. <p>Ex. Juggling skills</p> <ul style="list-style-type: none"> - scarves - hand sized objects - 1 object - 2 objects - 3 objects - with partners <p>Ex. – Kickboxing punch and kick in groups of 4</p> <ol style="list-style-type: none"> 1. performer (1) 2. recorders (3) 		<p>Ex. – Individual juggling practice</p> <ul style="list-style-type: none"> - Teacher re-enactment of changes in error with student volunteer - peer group practice and evaluation - whole class reflection using chalkboard <p>Ex. Kickbox Practice</p> <ul style="list-style-type: none"> - Teacher-led demo of changes in error - Group practice - Peer verbal feedback <p>Skill Observation</p> <ul style="list-style-type: none"> - Fists - Sidestance - Arm Extension 	<p>Advanced – The student is able to recognize the critical elements of movements in a variety of situations and is able to apply these elements to enhance his/her skills.</p> <p>Proficient – The student understands the critical elements of movement in a variety of situations and can explain how it would enhance his/her skills.</p> <p>Basic – The student understands the critical elements of movement in a variety of situations.</p>

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<p>Student will be able to demonstrate a health-enhancing level of physical fitness and understand that it provides opportunity for enjoyment, challenge, and self-expression.</p>	<ul style="list-style-type: none"> • Engage in appropriate activity that results in the development of muscular strength, endurance, flexibility, and cardio respiratory endurance and speed. <p>Ex. In-School setting</p> <ul style="list-style-type: none"> - pull-ups/push-ups - sit-ups/crunches - shuttle run - mile run - v-sit - (physical ability is gauged by gender, age, and a National Average) <p>Ex. Out-of-School setting</p> <ul style="list-style-type: none"> - organized sports - recreational events - family - after-school clubs 		<p>Ex. The Presidents Fitness Challenge</p> <ul style="list-style-type: none"> - Scoreboards <p>Ex. Parent Log Sheet</p> <ul style="list-style-type: none"> - date - activity - minutes <p>Ex. Kickbox Aerobics video</p> <p>Ex. Jump Rope 4 Heart program</p> <p>Performance for peers and parents.</p>	<p>Teacher Observation</p> <p>Advanced – The student is able to recognize and incorporate personal health-enhancing physical fitness levels; and can identify and apply its value in one’s life.</p> <p>Proficient – The student is able to recognize and explain personal health-enhancing physical fitness levels and can identify its value in one’s life.</p> <p>Basic – The student is able to recognize personal health-enhancing physical fitness levels.</p>

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			Ex. Rope Climb to 5 th knot - ladder climb 3 consecutive passes without stopping - Peg Board/Wall hanging from first level - 1 pattern yoga - 1 pattern Pilates Weekly log-in sheets of physical activity inside the classroom Goal setting for improvement	Teacher evaluation of improvement in amount of activity using log-in sheets.

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	<ul style="list-style-type: none"> Identify healthful benefits that result from regular participation in physical activity <p>Ex. --</p> <ol style="list-style-type: none"> Disease Prevention Social Health Fit Body Self Esteem 		<p>Ex. – Class Discussion on benefits</p> <ol style="list-style-type: none"> Cardio Health Social Network Development Body Composition Confidence Definition 	

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	<ul style="list-style-type: none"> Design games, gymnastics and dance sequences in which they are personally interested Ex. – 1. Simple game with a partner/small group Simple gymnastic routine with skills and smooth transitions. Simple sequenced dance/kickboxing routine with skills and smooth transitions. 		Ex. – Design own Activity Teach to small group of peers Demonstrate to class Sample 4 square basketball Points earned if ball is hit into basket in center of squares Criteria 1. Student Participation 2. Skill Level Needed to Play 3. Safety Considerations 4. Level of Enjoyment Rank: 4-3-2-1	Teacher Evaluation
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<p>Student will be able to demonstrate responsible personal behavior while participating in movement activities</p>	<ul style="list-style-type: none"> Assess their own performance problems without blaming others <p>Ex. -- Baton relay Running speed "On Deck" runner Hand off pass/receive Running Path</p> <ul style="list-style-type: none"> Accept decisions regarding a rule infraction without displaying a negative reaction <p>Ex. -- Bean Bag Shoe Tag</p>		<p>Ex. -- Baton Relay Performance and Reflection</p> <p>Bean Bag Shoe Tag Rules Tagger is Always Right Go to Jail if tagged or if improper throwing technique is evident</p>	<p>Student Self-Assessment Sheets using criteria outlined in "Specific Content" Teacher/Peer Observation Reflection</p> <p>Advanced -- The student is able to demonstrate responsible personal behavior in all movement activities and apply those behaviors to new situations.</p> <p>Proficient -- The student will be able to demonstrate responsible personal behavior while participating in most movement activities.</p> <p>Basic -- The student is able to identify responsible personal behavior and can demonstrate this in some movement activities.</p>

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	<ul style="list-style-type: none"> • Act in a safe manner during physical activity. Ex. -- Personal space Share space Equipment Exchange • Work independently and on-task for small group activities. Ex. -- Equal practice time - Do activity or skill being asked. - Help others - Use equipment: as directed 		<p>Ex. -- Hockey</p> <ul style="list-style-type: none"> - stick slap below waist - no bodily contact with peers - giving puck to opposing team after a point is scored. <p>Ex. -- Basketball, golf</p> <ul style="list-style-type: none"> - Rotate turns - Accurate basketball shooting - Accurate score-keeping 	

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<ul style="list-style-type: none"> Lead or follow while working cooperatively with a partner or small group <p>Ex. – Soccer Dribble with a partner Leader takes follower (dribbler) in open space changing speed, direction and pathways.</p> <ul style="list-style-type: none"> Recognize the fundamental strategies in simple games <p>Ex. – Offense, Defense Scoring, Teamwork</p> <ul style="list-style-type: none"> Recognize the attributes that individual differences can bring to group activities. <p>Ex. – Body Size Skills Intelligent play Leader role, Follower role</p>			<p>Ex. – Soccer “Follow the Leader” drill Ex. – Crab Soccer 6 v 6</p> <ul style="list-style-type: none"> Moving ball toward goal Keeping ball away from own team’s goal. Kicking and assisting kick into goal Passing to all teammates. <p>Ex. – Basketball Tall students Scooter Small students Random compliment slips Read aloud to class</p>	<p>Teacher Observation</p>

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<p>Student will be able to understand the interrelationship between history, culture, games and sports, play and dance</p>	<ul style="list-style-type: none"> Describe the physical education experience for students in Pennsylvania during the last 100 years and how current physical education practices are different. <p>Ex. – Class size Class frequency Types of games, sports Types of teaching</p> <ul style="list-style-type: none"> Describe and participate in activities of different national, cultural, and ethnic origins. 		<p>Ex. – PowerPoint presentation highlighting the following areas:</p> <ol style="list-style-type: none"> increased amount of students decrease in time increase in problem solving/cooperative activities increase in “lifetime” activities increase in health-enhancing activities decrease in violent activities dodge ball elimination games decrease assessment strategies increase <p>Cont. next page.</p>	<p>Advanced – The student is able to explain and apply the relationships between physical activity, culture, and history.</p> <p>Proficient – The student is able to explain most of the relationships between physical activities, culture and history.</p> <p>Basic – The student is able to explain some of the relationships between physical activity, culture, and history.</p>

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			<p>Ex. – Soccer – France Football – America Yoga – Asian Ping Pong – Asian</p> <p>Ex. – Student research of another culture's activities (i.e., Native American games)</p> <p>Student Report</p> <ol style="list-style-type: none"> 1. Name of culture/nation 2. Name and type of game. 3. Number of players 4. rules 5. Drawing of game, equipment, boundaries, player positions 	