PE
4th Grade

<table>
<thead>
<tr>
<th>Strand</th>
<th>Physical Activity and Lifetime Wellness</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Personal Fitness and Healthy Active Living</td>
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### Concept

A.
- Discusses various concepts and importance of personal health and nutrition
- Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement

### Learning Targets

1.
- Name the components of and participate in health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- Set personal fitness goals
- Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)
- Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)
- Identify opportunities and reasons for regularly participating in physical activities (at):
  - home
  - school
  - in the community
- Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog)
- Identify safe and unsafe situations and respond appropriately
- Recognize appropriate warm-up, cool-down, and flexibility activities and the importance of each to injury prevention
### Alignments:
- Performance: 1.6, 4.7
- Knowledge: (H/PE) 2, 4
- PEGLE: PALW.1.A-C; PALW.3.A
- NETS: 3c; 4b
- DOK: 1

### Instructional Strategies
- Circuit training
- Group discussions
- Goal setting
- Guided and independent practice, such as:
  - exercise logs
  - role play
  - daily warm-ups
  - cool down
  - stretching

### Assessments/Evaluations
- Teacher:
  - observation
  - questioning
- Fitness testing
- Checklist
- Scoring guides
- Exit slips

### Sample Assessment Questions
- What is the difference between muscular endurance and muscular strength?
- Give examples of how to improve each
- Why is important to warm up before physical activity?
**Instructional Resources/Tools**

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
- Department library
- CrossFitKids.com
- MrGym.com
- PEUniverse.com
- “Physical Essentials Curriculum” created by J. Mehrhof and K. Ermler – sponsored by The Kansas Health Foundation

**Literacy Connections**

- *The Kid’s Yoga Deck: 50 Poses and Games* by Annie Buckley

**Cross Curricular Connections**

- Science
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### Concept
B. Identifies the structure and function of the body systems

### Learning Targets
2. • Recognize what systems work together to move your body (e.g., muscular and skeletal)

### Alignments:
Performance: 1.8  
Knowledge: (H/PE) 1  
PEGLE: PALW.1.D  
NETS: 3c  
DOK: 1

### Instructional Strategies
- Group discussions  
- Goal setting  
- Guided and independent practice (e.g., label bones and muscles on a skeleton)

### Assessments/Evaluations
- Teacher:  
  • observation  
  • questioning  
  • Exit slips  
  • Scoring guide  
  • Tests  
  • Quizzes

### Sample Assessment Questions
- Name a muscle that aids in bending your elbow?  
- Which bones are moved?
### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
- Department library
- CrossFitKids.com
- MrGym.com
- PEUniverse.com
- “Physical Essentials Curriculum” created by J. Mehrhof and K. Ermler – sponsored by The Kansas Health Foundation

### Literacy Connections

- *A Book About Your Skeleton* by Ruth Belov Gross
- *Muscles* by Seymour Simon

### Cross Curricular Connections

- Science: Body systems
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<td>Responsible Personal and Social Behavior in the Physical Activity Setting</td>
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| C. Understands basic rules and strategies of activities while participating in a variety of organized games | 1.  
- Apply rules and procedures to activities  
- Work productively and respectfully with others in achieving a common group goal  
- Relate etiquette and the application of rules and procedures to activities |

**Alignments:**
- Performance: 2.3  
- Knowledge: (H/PE) 2  
- PEGLE: PALW.2.A  
- NETS: N/A  
- DOK: 1

**Instructional Strategies**
- Group discussions  
- Guided and independent practice (e.g., participation in team and modified team activities, compliment tag)

**Assessments/Evaluations**
- Teacher:  
  - observation  
  - questioning  
- Exit slips  
- Checklists

**Sample Assessment Questions**
- If you have a disagreement in 4 squares, should you argue or do rock/paper/scissors?
### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
- Department library
- CrossFitKids.com
- MrGym.com
- PEUniverse.com
- “Physical Essentials Curriculum” created by J. Mehrhof and K. Ermler – sponsored by The Kansas Health Foundation

### Literacy Connections

- *Long Shot* by Mike Lupica
- *Safe At Home* by Mike Lupica
- *The Hit-Away Kid* by Matt Christopher
- *Shoot-Out* by Mike Lupica

### Cross Curricular Connections

- Social Studies
- Counseling
- ELA
### PE 4th Grade

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<tr>
<th>Strand</th>
<th>Efficiency of Human Movement and Performance</th>
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<td>Fundamental Movement Skills and Games</td>
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#### Concept

D. Demonstrates the correct technique when performing locomotor, non-locomotor, manipulative, and balance activities individually and non-individually

#### Learning Targets

1. • 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 a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)

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

• Identify the correct critical elements of fundamental and specialized skills (e.g., compare examples and select the proper technique)

• Demonstrate competence in basic gymnastics and safety skills when facilities allow

**Alignments:**

- **Performance:** 2.5
- **Knowledge:** (H/PE) 4
- **PEGLE:** EHMP.1.C; EHMP.2.A,D
- **NETS:** N/A
- **DOK:** 1

### Instructional Strategies

- Guided and independent practice
- Games and activities (i.e., ultimate, passing in hockey, dribbling a soccer ball)
Assessments/Evaluations

- Teacher:
  - observation
  - questioning
- Exit slips
- Checklists
- Challenges (i.e., how many times are you successful)

Sample Assessment Questions

- What are the proper steps of an overhand throw?
- Describe the proper passing technique in soccer.

Instructional Resources/Tools

- Dynamic Physical Education for Elementary School Children by V. Dauer and R. Pangrazi
- North Kansas City Curriculum guide
- PECentral.com
- Department library
- Physical Education for Children: Daily Lesson Plans by J. Thomas, A. Lee, and K. Thomas
- CrossFitKids.com
- MrGym.com
- PEUniverse.com
- “Physical Essentials Curriculum” created by J. Mehrhof and K. Ermler – sponsored by The Kansas Health Foundation

Literacy Connections

- Baseball in Action by Bobbie Kalman

Cross Curricular Connections

- Science: Physics
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<td>E. Identifies the structure and function of the body systems</td>
<td>1.</td>
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<td></td>
<td>• Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)</td>
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**Alignments:**

Performance:
Knowledge: (H/PE) 2.5
PEGLE: EHMP.1.E
NETS: N/A
DOK: 1

**Instructional Strategies**

- Group discussions
- Guided and independent practice
- Games and activities (i.e., forward roll, cart wheels)

**Assessments/Evaluations**

- Teacher:
  - observation
  - questioning
- Exit slips
- Checklists

**Sample Assessment Questions**

- Other than our legs, what is another part of the body that aids in kicking a ball?
## Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
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- CrossFitKids.com
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## Literacy Connections

- *Tumble Bunnies* by Kathryn Laskey
- *We Are Girls Who Love to Run* by Brianna K. Grant

## Cross Curricular Connections

- Science: Body Systems
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<td>F. Understands basic rules and strategies of activities while participating in a variety of organized games</td>
<td>2. Apply fundamental and specialized skills in game situations</td>
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**Alignments:**
- Performance: 2.3, 3.6
- Knowledge: (H/PE) 2,4
- PEGLE: EHMP.1.F
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussions
- Goal setting
- Guided and independent practice
- Games and activities (i.e., modified soccer, deck tennis, basketball)

**Assessments/Evaluations**
- Teacher:
  - observation
  - questioning
  - Exit slips
  - Checklists

**Sample Assessment Questions**
- Where should your non-striking foot be placed during a kick in soccer?
### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
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- CrossFitKids.com
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### Literacy Connections

- *Hot Hand* by Mike Lupica

### Cross Curricular Connections

- ELA
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**Concept**

G. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues

**Learning Targets**

1. Demonstrate step patterns, simple positions and formations in dance

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1,2 (H/PE) 4
- PEGLE: EHMP.3.D
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Guided and independent practice

**Assessments/Evaluations**

- Teacher:
  - observation
  - questioning
  - Checklists

**Sample Assessment Questions**

- If you lose a pattern, how do you get back on track?
## Instructional Resources/Tools

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## Literacy Connections

- *Dance River*

## Cross Curricular Connections

- Math:
  - Counting
  - Patterns
- Music
- Dance