		Basketball 4th Grade
Course/Subject: Basketball	Grade: 4	Suggested Timeline: 3 Classes

Grade Level Summary	The focus is to introduce students to a variety of basketball skills to improve health/skill-related fitness components. Students will be presented with basic hand-eye coordination skills.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Basketball
Unit Summary	Students will be provided with essential skills such as shooting, dribbling, passing, and pivoting. Through practice and repetition students will enhance their basketball skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. What are the critical cues for passing a basketball? 2. What are the critical cues for dribbling a basketball? 3. What are the critical cues for shooting a basketball?	Key Understandings: 1. The students will understand the value of practice in regards to basketball skills. 2. The student will be able to demonstrate and explain critical cues for grade appropriate basketball skills. 3. The student will demonstrate safe practices while performing basketball skills.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.5.6.A.	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

Important Standards Addressed in the Unit:	
10.5.6.C.	Describe the relationship between practice and skill development.
10.5.6.B.	Identify and apply the concepts of motor skill development to a variety of basic skills.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> I'm too tiny and not strong enough to play basketball. 	<ul style="list-style-type: none"> Just like any sport and activity, basketball can be modified to meet the abilities of its participants.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, games, and activities. Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. 	<ul style="list-style-type: none"> Dribbling Passing Shooting Offense Defense 	<ul style="list-style-type: none"> Students will be self-motivated to progress basketball skills through the implantation of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribbling Passing Shooting BEEF Bounce pass Defense 	<ul style="list-style-type: none"> Foul/Violation Out-of-bounds Free-throw Three-pointer Overhead pass Traveling 	<ul style="list-style-type: none"> Layup Crossover Double dribble Chest pass Offense
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Skill test

Interdisciplinary Connections:

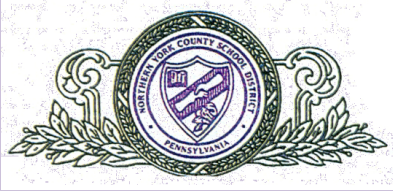
- Health

Additional Resources:

- Websites

Created By:

Tyler Smith & Kim Reichart



Flag Football

4th Grade

Course/Subject:
Flag Football

Grade:
4

Suggested Timeline:
3 classes

Grade Level Summary	The focus is to have each student participate in a variety of drills and games to enhance their current fitness level. Students will have the opportunity to practice teamwork and to demonstrate personal and social behaviors.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Flag Football
Unit Summary	The Flag Football unit will provide students with the opportunity to enhance their current level of fitness. The students will have the opportunity to develop many skills and strategies. Flag football is a co-educational activity that promotes “sport for life” opportunities.

Unit Essential Questions:

1. What is flag football and why should we play it?
2. Explain and perform what pattern running is.
3. What are the proper rules required to participate in a flag football game?

Key Understandings:

1. The student will be responsible for their personal and social behavior and follow directions to ensure a safe classroom environment.
2. The student will cooperate with others during activities.
3. The student will understand the importance of practicing skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.4.6.A	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.5.6.A.	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6.C.	Describe the relationship between practice and skill development.

Important Standards Addressed in the Unit:

10.5.6.E.	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Football is a sport that is just for males. 	<ul style="list-style-type: none"> Flag football is a game that is for males and females.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate proper safety procedures when participating in flag football related activities. Students will demonstrate critical cues when practicing skills. The students will demonstrate teamwork and sportsmanship when participating in games. 	<ul style="list-style-type: none"> Centering Gripping a football Passing and Receiving Pattern Running Punting Defending 	<ul style="list-style-type: none"> Students will be given the opportunity to be competent by increasing their knowledge of a team sport.

Academic Vocabulary:

<ul style="list-style-type: none"> Centering Receiving Laces Receiver Defense 	<ul style="list-style-type: none"> Grip Line of scrimmage Spiral Interception Offense 	<ul style="list-style-type: none"> Stance and Throwing Action Fumble Quarterback Pattern Running Vocabulary
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Skill Test

Interdisciplinary Connections:


<ul style="list-style-type: none"> Health
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Additional Resources:

<ul style="list-style-type: none"> Websites
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Created By:

Tyler Smith & Kim Reichart

		Gymnastics 4th Grade
Course/Subject: Gymnastics	Grade: 4	Suggested Timeline: 4 Classes

Grade Level Summary	The focus is to introduce students to a variety of gymnastic equipment to improve health/skill related fitness components. Students will be presented with basic movement skills such as core strength, balance, coordination, and flexibility.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Gymnastics
Unit Summary	The Gymnastics unit will provide students with the opportunity to promote physical fitness and health. Two classes will be spent primarily on gymnastics equipment and then the additional two classes will be spent on basic movement skills, tumbling, and gymnastic routines.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the safety rules for gymnastics equipment and how does it positively contribute to the overall experience? 2. What are the critical cues for various non-locomotor activities? 	Key Understandings: <ol style="list-style-type: none"> 1. Student will demonstrate expected behaviors when utilizing the gymnastics equipment. 2. Students will individually and collectively implement a variety of non-locomotor activities.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D.	Analyze the role of individual responsibility for safety during physical activity.
10.5.6.B.	Identify and apply the concepts of motor skill development to a variety of basic skills.

Important Standards Addressed in the Unit:	
10.4.6.E.	Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skills improvement
10.4.6.F	Identify and describe positive and negative interactions of group members in physical activities.

Misconceptions: <ul style="list-style-type: none"> • Gymnastics is primarily a female sport. 	Proper Conceptions: <ul style="list-style-type: none"> • Gymnastics is a representation of strength, flexibility, balance, etc. for all genders.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn the rules and regulations for gymnastics equipment Students will demonstrate an understanding of the value of stretching before an activity Students will demonstrate safety procedures for conducting gymnastic activities. 	<ul style="list-style-type: none"> Stretches Group balances Basic rolls Basic stunts Partner activities Gymnastic apparatuses 	<ul style="list-style-type: none"> Students will be given the opportunity to be creative both individually and collectively

Academic Vocabulary:

<ul style="list-style-type: none"> Personal space Muscular strength Flexibility Balance 	<ul style="list-style-type: none"> Core strength Static balance Symmetrical Non-Symmetrical 	<ul style="list-style-type: none"> Inverted Upright Counter-Balance Counter-Tension
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Gymnastics quiz or tumbling routine
-

Interdisciplinary Connections:

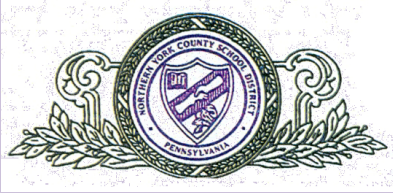
- Science: Various type of animal movements
 - Health: Balance, muscular system
-

Additional Resources:

- Single balance worksheet, Posters, Audio system
-

Created By:

Tyler Smith & Kim Reichart



Cooperative Games

4th Grade

Course/Subject:
Cooperative Games

Grade:
4

Suggested Timeline:
1 Class

Grade Level Summary	The focus is to have each student perform activities and games in a setting built for cooperation and team-building.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Cooperative Games
Unit Summary	Through cooperative games students will learn a variety of character building traits and expectations such as sharing, empathizing with others, expressing an understanding of a fellow classmate's emotions, and working together as a group to achieve a common goal.

Unit Essential Questions:

1. How does cooperative play impact real-life scenarios?
2. What character traits exist in someone that can work cooperatively with others?

Key Understandings:

1. Safety rules and behaviors in the gymnasium will be identified and explained
2. Students will be able to use previous life experiences to impact their decision making in a cooperative game setting
3. Positive social interactions will develop throughout the cooperative game play with all group members

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D.	Analyze the role of individual responsibility for safety during physical activity.
10.4.6.F.	Identify and describe positive and negative interactions of group members in physical activities.

Important Standards Addressed in the Unit:

10.4.6.D.	Describe factors that affect childhood physical activity preferences.
10.5.6.F.	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> My idea for this activity works better than what you had in mind. 	<ul style="list-style-type: none"> We all have various talents to contribute to challenges and by working together we can piece together a solution to reach a common goal.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will follow the rules and parameters of the learning environment. Students will listen respectfully to corrective feedback from others. 	<ul style="list-style-type: none"> Students will demonstrate competency in various character traits such as sharing, mindfulness, acceptance, and respect for equipment and peers. 	<ul style="list-style-type: none"> Students will think critically to develop creative solutions to complete cooperative activities Students will communicate and provide feedback on the pros and cons of strategies attempted to complete the challenge

Academic Vocabulary:		
<ul style="list-style-type: none"> Sharing Cooperation Empathize Goal 	<ul style="list-style-type: none"> Strategy Solution Respect Character 	<ul style="list-style-type: none"> Positive interactions Negative Interactions

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Ticket out the door

Interdisciplinary Connections:
<ul style="list-style-type: none"> Geography – Island names Guidance – Social responsibilities

Additional Resources:
<ul style="list-style-type: none"> PE Central Online

Created By:
Tyler Smith & Kim Reichart



Gym Scooters

4th Grade

Course/Subject:

Gym Scooters

Grade:

4

Suggested Timeline:

2 Classes

Grade Level Summary

The focus is to have each student participate in a variety of games and activities using gym scooters to enhance their current fitness level. An emphasis will be placed on safety to assure students become self-aware of their personal actions and how it may affect their health and the health of others.

Grade Level Units

Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title

Gym Scooters

Unit Summary

The Gym Scooters unit will provide students with the opportunity to enhance their current level of fitness. Activities will include team sports adapted to scooters, individual spatial exploration, movements that isolate body parts, and the opportunity to demonstrate responsible personal and social behavior.

Unit Essential Questions:

1. How does being self-aware contribute to the safety of yourself and others during physical activity?
2. How can gym scooters be used to adapt games and activities?

Key Understandings:

1. The student will demonstrate responsible personal and social behavior, follow directions for each activity, and use appropriate practices to ensure a safe environment.
2. The student will be able to identify positive and negative interactions during small group activities.
3. The student will be able to demonstrate movements using isolated body parts.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D.	Analyze the role of individual responsibility for safety during physical activity.
10.4.6.F.	Identify and describe positive and negative interactions of group members in physical activities.

Important Standards Addressed in the Unit:

10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.5.6.A.	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> There are a limited number of uses for gym scooters. 	<ul style="list-style-type: none"> A wide range of activities can be adapted using the gym scooters including basketball, hockey and soccer.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Perform movements while isolating certain body parts such as arms only and legs only. Cooperative Activities. 	<ul style="list-style-type: none"> Students will collaborate with fellow classmates to progress toward the accomplishment of a common goal. Students will be competent of how their decisions can affect themselves and others.

Academic Vocabulary:		
<ul style="list-style-type: none"> Isolated movements Cross leg sitting Push Pull 	<ul style="list-style-type: none"> Speed Teamwork Self-esteem Goal 	<ul style="list-style-type: none"> Personal space Open space Balance Traveling

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Guidance: Self-esteem, Health: Safety, parts of the body

Additional Resources:
<ul style="list-style-type: none"> Audio system

Created By:
Tyler Smith & Kim Reichart



Locomotor Movement

4th Grade

Course/Subject:

Locomotor Movement

Grade:

4

Suggested Timeline:

2 Classes

Grade Level Summary	The focus is to have each student demonstrate competency in a variety of locomotor skills.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Locomotor Skills
Unit Summary	Students will explore traveling while using different locomotor skills. Through practice and repetition students will enhance their locomotor skills so they can be directly incorporated into games and activities. Students will use a mature pattern in the grade appropriate locomotor skills.

Unit Essential Questions:

1. What are the critical cues for the following locomotor skills?
2. How can locomotor skills be incorporated into everyday life and activities?

Key Understandings:

1. The student will understand the value of practice in regards to physical skills.
2. The student will be able to demonstrate and explain the critical cues for grade appropriate locomotor skills.
3. The student will demonstrate safe practices while performing locomotor skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D.	Analyze the role of individual responsibility for safety during physical activity.
10.5.6.B.	Identify and apply the concepts of motor skill development to a variety of basic skills.

Important Standards Addressed in the Unit:

10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.5.6.A.	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6.C.	Describe the relationship between practice and skill development.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Only younger students perform locomotor skills such as galloping, skipping, etc. 	<ul style="list-style-type: none"> Locomotor skills are used in a variety of sports and activities that all age levels can participate in

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, activities, and games. 	<ul style="list-style-type: none"> Review hop, gallop, run, skip, slide, standing broad jump, leap, and running long jump using a mature pattern Introduce carioca 	<ul style="list-style-type: none"> Students will be self-motivated (conscientious) to progress their locomotor skills through the implementation of critical cues

Academic Vocabulary:

<ul style="list-style-type: none"> Hop Gallop Run Skip Standing broad jump Slide 	<ul style="list-style-type: none"> Personal space General space Heel Ball of foot Leaping Carioca 	<ul style="list-style-type: none"> Lead leg Trail leg Rhythm Pumping the arms Running long jump
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Unit will include a skill test and/or cognitive assessment

Interdisciplinary Connections:


- Health: Parts of the body

Additional Resources:

- Critical cue posters, Locomotor skill rubrics, Grade Level Outcomes for K-12 Physical Education by SHAPE America.

Created By:

Tyler Smith & Kim Reichart

		Lacrosse 4th Grade
Course/Subject: Lacrosse	Grade: 4	Suggested Timeline: 2 Classes

Grade Level Summary	The focus is to develop and perform movement sequences that are sport specific but incorporate strategies that impact multiple games and activities.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Lacrosse
Unit Summary	Students will learn a variety of lacrosse skills and concepts to improve their understanding of the sport. An emphasis will be placed on cradling as this is one of the foundational skills. Also, students will be identifying and performing strategies that improve the probability of success for a team.

Unit Essential Questions: 1. What are the critical cues for cradling? 2. What concepts and schemes can be implemented into lacrosse gameplay?	Key Understandings: 1. Students will be able to explain and directly apply movement sequences and skills. 2. Lacrosse game strategies will be developed and their relationship to other sports and activities will be identified.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.5.6.A.	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6.F.	Identify and apply game strategies to basic games and physical activities.

Important Standards Addressed in the Unit:	
10.3.6.D.	Describe factors that affect childhood physical activity preferences.
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

Misconceptions: <ul style="list-style-type: none"> Lacrosse conflicts with baseball and other spring sports, and therefore you have to choose one or the other. 	Proper Conceptions: <ul style="list-style-type: none"> There are opportunities year-round to play lacrosse both indoors and outdoors.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will implement strategies and concepts such as give and go, one on one, and open space into gameplay. Students will be competent in the roles of both offense and defense and the skills each possess. 	<ul style="list-style-type: none"> Students will demonstrate movement skills such as cradling, catching, scooping, and passing. 	<ul style="list-style-type: none"> Creative plays and strategies will be developed through problem solving, trial and error, and risk taking. Through collaboration students will identify the role they have on their team and the impact they each have on accomplishing a task.

Academic Vocabulary:

<ul style="list-style-type: none"> Cradling Scooping Catching Passing 	<ul style="list-style-type: none"> Strategy Faking/dodging Defense Offense 	<ul style="list-style-type: none"> Give and go One on one Peer communication Open space
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Lacrosse task sheet
-

Interdisciplinary Connections:

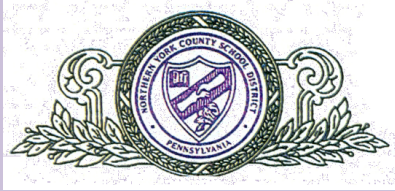
- Health: Hand-eye coordination, Parts of the body and how they sequence to perform movement
-

Additional Resources:

- High school lacrosse team
-

Created By:

Tyler Smith & Kim Reichart



Floor Hockey

4th Grade

Course/Subject:
Floor Hockey

Grade:
4

Suggested Timeline:
3 classes

Grade Level Summary	The focus is to have each student participate in a variety of drills and games to enhance their current fitness level.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Floor Hockey
Unit Summary	The Floor Hockey unit will provide students with the opportunity to enhance their current level of fitness through the use of drills and games. Students will have the opportunity to expand in the area of teamwork, and to demonstrate personal and social behavior.

Unit Essential Questions:

1. What basic skills, concepts and safety rules must be applied to successfully participate in hockey?
2. What is the key element in your team being successful during the game?

Key Understandings:

1. The student will be responsible for their personal and social behavior and follow directions to ensure a safe classroom environment.
2. The student will cooperate with others during activities.
3. The student will understand the importance of practicing skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze the role of individual responsibility for safety during physical activity.
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

Important Standards Addressed in the Unit:

10.4.6.F.	Identify and describe positive and negative interactions of group members in physical activities.
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Misconceptions:

- Hockey is only for boys.

Proper Conceptions:

- Hockey is a sport that can be enjoyed by males and females.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate proper safety procedures when participating in hockey related activities. Students will demonstrate critical cues when practicing skills. The students will demonstrate sportsmanship when participating in games. 	<ul style="list-style-type: none"> Students will demonstrate movement skills such as stick handling, dribbling, passing, receiving, shooting, tackling, and game play. 	<ul style="list-style-type: none"> Students will be given the opportunity to be competent by increasing their knowledge of a team sport.

Academic Vocabulary:

<ul style="list-style-type: none"> Grip Shaft Ragging Dominant Hand Goalie Wrist Shot 	<ul style="list-style-type: none"> Stance Control Dribble Passing High Stick Defense Slap Shot 	<ul style="list-style-type: none"> Blade Loose Dribble Receiving Offense Tackle
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Floor Hockey Quiz
-

Interdisciplinary Connections:


- Health
-

Additional Resources:

- Websites
-

Created By:

Tyler Smith & Kim Reichart

		Physical Fitness 4th Grade
Course/Subject: Physical Fitness	Grade: 4	Suggested Timeline: 4 Classes

Grade Level Summary	The focus is to have each student correctly perform each Physical Fitness test to the best of their ability while attempting to achieve the Healthy Fitness Zone.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Physical Fitness
Unit Summary	The Physical Fitness unit will provide students with the opportunity to self-assess various levels of their health and well-being through FitnessGram testing. Students will be attempting to reach the Healthy Fitness Zone while understanding the importance of maintaining a health-enhancing level of physical activity and fitness.

Unit Essential Questions: 1. What are the benefits of completing the FitnessGram physical fitness tests? 2. How do we self-assess our personal level of fitness?	Key Understandings: 1. The student will respond verbally/non-verbally (e.g. “thumbs up”) when responding to the effect of the physical activity on their body. 2. The student will understand the value of repetition and practice in regards to physical activity and skills.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6.B.	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6.C.	Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activity.

Important Standards Addressed in the Unit:	
10.1.6.B.	Identify and describe the structure and function of the major body systems.
10.5.6.C.	Describe the relationship between practice and skill development.
10.5.6.D.	Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Athletes are good at all fitness tests 	<ul style="list-style-type: none"> • Physical fitness is about a person's total well-being and not just one aspect

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will learn basic terminology and the benefits of fitness testing. 	<ul style="list-style-type: none"> • Students will have the opportunity to develop and improve upon their physical fitness skills. 	<ul style="list-style-type: none"> • Students will have the opportunity to provide feedback to fellow students throughout fitness testing. • Students will be conscientious of the effects of life choices on their overall well-being and health.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Muscular strength • Flexibility 	<ul style="list-style-type: none"> • Heart rate • Health fitness zone • Goals 	

Evidence: Assessments and Performance Task(s)

- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
- Student assessment on the following FitnessGram tests; Fitness run, PACER, push-ups, curl-ups, pull-ups, flex arm hang, shoulder stretch, and sit & reach test

Interdisciplinary Connections:


- Science: Cardiovascular system, muscular system

Additional Resources:

- Northern School District Fitness Card; FitnessGram Healthy Fitness Zone Poster

Created By:

Tyler Smith & Kim Reichart

			Cage Ball 4th Grade
Course/Subject: Cage Ball	Grade: 4		Suggested Timeline: 2 classes

Grade Level Summary	The focus is to have each student participate in a variety of drills and games using cage balls to enhance their current fitness level. An emphasis will be placed on safety to assure students become self-aware of their personal actions and how it may affect their health and the health of others.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Cage Ball
Unit Summary	The Cage Ball unit will provide students with the opportunity to enhance their current level of fitness through the use of drills and games. Students will have the opportunity to improve and develop in the area of ball skills, to develop teamwork, and to demonstrate personal and social behavior.

Unit Essential Questions: 1. Name a few benefits of participating in cage ball activities?	Key Understandings: 1. The students will be responsible for their personal and social behavior and follow directions to ensure a safe classroom environment. 2. The student will be able to identify positive and negative interactions during small group activities. 3. The students will participate in group activities designed to enhance teamwork, offensive and defensive strategy, and cardiovascular endurance.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.6 D	Analyze the role for individual responsibility for safety during physical activity.
10.5.6 A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6 F	Identify and apply game strategies to basic games and physical activities.

Important Standards Addressed in the Unit:	
10.4.6 F	Identify and describe positive and negative interactions of group members in physical activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The students are just playing. 	<ul style="list-style-type: none"> Cage Balls can help with coordination, strength, agility, and teamwork.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will participate in group activities and games allowing them to focus on coordination, strength, and agility. 	<ul style="list-style-type: none"> Throwing, Rolling, Kicking, and Passing. Games 	<ul style="list-style-type: none"> Students will be given the opportunity to collaborate with classmates during the activities.

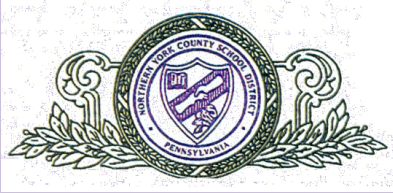
Academic Vocabulary:		
<ul style="list-style-type: none"> Accuracy Strength Endurance 	<ul style="list-style-type: none"> Communication Cooperation 	<ul style="list-style-type: none"> Personal Space Teamwork

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health

Additional Resources:
<ul style="list-style-type: none"> Websites

Created By:
Tyler Smith & Kim Reichart



Hula Hoops

4th Grade

Course/Subject:

Hula Hoops

Grade:

4

Suggested Timeline:

2 classes

Grade Level Summary

The focus is to have each student participate in a variety of hula hoop activities and games. An emphasis will be placed on safety to assure students become self-aware of their personal actions.

Grade Level Units

Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title

Hula Hoops

Unit Summary

The students will explore hula hoop activities/games by practicing the different ways to manipulate the hoop using the body. The students will work on agility, balance, coordination, and creativity. Students will follow safety rules presented by the teacher and be expected to maintain self-control during the activities.

Unit Essential Questions:

1. What are the different ways we can use a hula hoop?
2. What are the benefits of using a Hula Hoop?

Key Understandings:

1. Participation with hula hoops provides the opportunity to improve health-related and skill-related physical fitness.
2. Participation with hula hoops will enhance student activity and creativity.

Focus Standards Addressed in the Unit:
Standard Number
Standard Description

10.3.6. D

Analyze the role of individual responsibility for safety during physical activity.

10.5.6. A

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

Important Standards Addressed in the Unit:

10.4.6. D

Describe factors that affect childhood physical activity preferences.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Hula Hooping is not an activity for this generation. 	<ul style="list-style-type: none"> Hula Hooping is a great, full body workout that also helps with one's flexibility. It is good for your heart and helps to improve motor skills while having fun.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Activities and Games using the hula hoops 	<ul style="list-style-type: none"> Students will be given the opportunity to be aware of personal challenge, self-expression, social interaction and enjoyment.


Academic Vocabulary:		
<ul style="list-style-type: none"> General Space Vertical 	<ul style="list-style-type: none"> Personal Space Waist 	<ul style="list-style-type: none"> Horizontal

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health, Music

Additional Resources:
<ul style="list-style-type: none"> Websites

Created By:
Tyler Smith & Kim Reichart

		Jump Rope Grade 4
Course/Subject: Jump Rope	Grade: 4	Suggested Timeline: 2 classes

Grade Level Summary	The focus is to allow students to improve health/skill related fitness components by working on various jumping skills. Students will explore jumping activities that will enhance their fitness level.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Jump Rope
Unit Summary	The students will explore different skills that are used when jumping rope. They will perform multiple higher level jump roping skills through trick jumps and partner skills, which will provide an opportunity to develop their cooperation skills. The emphasis is to increase their cardiovascular endurance, balance and coordination.

Unit Essential Questions: 1. Why is teamwork and communication skills important while doing long rope jumping, team jumping, and partner jumps?	Key Understandings: 1. Students practice basic jump rope skills 2. Students will perform multiple higher level jump roping skills.(Trick jumps/Partner Activities) 3. The student will understand the value of repetition and practice in regards to physical activity and skills.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D.	Analyze the role of individual responsibility for safety during physical activity.
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

Important Standards Addressed in the Unit:	
10.4.6.F.	Identify and describe positive and negative interactions of group members in physical activities.

Misconceptions: <ul style="list-style-type: none"> Jump Rope is an activity that is just for girls. 	Proper Conceptions: <ul style="list-style-type: none"> Jump Rope is an activity for all genders.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use the critical cues when practicing jump rope skills. The students will demonstrate responsible personal social behaviors, following directions and use appropriate practices to insure a safe environment. Students will understand that practice is a basic component for improving sports skills. 	<ul style="list-style-type: none"> Double Leg Jump Stagger Single Leg Alternating Trick Jump Long Rope Jumping 	<ul style="list-style-type: none"> The students will use their creativity when working on partner trick jumps.

Academic Vocabulary:

<ul style="list-style-type: none"> Double Jump Alternating Head to toe checklist Rhythm Single Bounce 	<ul style="list-style-type: none"> Stagger General Space Ball of Foot Trick Jumps(Criss-Cross) 	<ul style="list-style-type: none"> Single Leg Personal Space Endurance Double Bounce
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Evidence: Assessments and Performance Task(s)

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- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Skill Test
-

Interdisciplinary Connections:


- Health
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Additional Resources:

- Website
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Created By:

Tyler Smith & Kim Reichart

		Manipulatives 4th Grade
Course/Subject: Manipulatives	Grade: 4	Suggested Timeline: 1-3 Classes

Grade Level Summary	The focus is to introduce students to a variety of manipulative skills to improve health/skill-related fitness components. Students will be presented with basic coordination skills.
Grade Level Units	Basketball, Flag Football, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Manipulatives
Unit Summary	Students will experience a variety of activities including badminton, volleyball, and frisbees to improve basic coordination skills. Through practice and repetition, students will enhance their skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. How do manipulative skills improve hand-eye coordination? 2. How do I position my body to be proficient in manipulative skills?	Key Understandings: 1. The student will understand the value of practice in regards to manipulatives skills. 2. The student will demonstrate safe practices while performing games and activities. 3. The student will demonstrate responsible personal and social behaviors.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.6.A.	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.5.6.E.	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.6.D.	Describe factors that affect childhood physical activity preferences.

Misconceptions: <ul style="list-style-type: none"> Students learn manipulative techniques outside of the school setting and are already familiar with them before coming to Physical Education class. 	Proper Conceptions: <ul style="list-style-type: none"> There are several students that have their first exposure to appropriate vocabulary for manipulative skills in primary school Physical Education class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Setting Bumping Serving Grip 	<ul style="list-style-type: none"> Students will be self-motivated to progress manipulative skills through the usage of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Toss Catching Net Bumping Serving Backhand 	<ul style="list-style-type: none"> Racket Personal space General space Follow-through Grip Strategy 	<ul style="list-style-type: none"> Catching Hand-eye coordination Setting Shuttlecock Forehand
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
-

Interdisciplinary Connections:

- Science
- Health

Additional Resources:

- Websites

Created By:

Tyler Smith & Kim Reichart
