

Map Report

Grade: 4 | **Subject:** PE | **Quarter:** 1 |
Map Title: 4th-Q1 U1
Unit Title: *Intro/Icebreakers/teambuilding*

Applicable Weeks:

1, 2, 3

Unit Information:

Intro to physical education
Icebreaker games
Teambuilding

Big Idea:

Students will gain the value of physical education and learn the importance of rules. They will also get to know their classmates and learn their names. The teambuilding activities will teach them to work together in future activities.

Essential Questions:

Why is it important to have rules and expectations in P.E. class?
Why is it important to learn to work together in groups cooperatively?

Learning Activities:

Name Game
Sub games
Chutes and ladders
Magic carpet ride

Vocabulary:

Teamwork
flee
dodge
cooperatively

Student Objectives:

TSWBAT- (the student will be able to =)
- work with others
- verbally list 3 classroom rules

Resources Used:

Assessments Used:

none

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 1 |

Map Title: 4th-Q1 U2

Unit Title: *Ultimate Frisbee*

Applicable Weeks:

4, 5, 6

Unit Information:

Could do a lead up with catching and throwing.

Big Idea:

Students will basic skills of throwing and catching as well as learn the rules and tactical concepts for ultimate frisbee game play.

Essential Questions:

In what other sports could you use catching and throwing skills?

What life skills could you take from the game?

Learning Activities:

Throwing and catching with partners (moving) or to targets.

Ultimate frisbee small sided games.

Vocabulary:

frisbee

target

catch

throw

face-guarding

offense/defense

attack

Student Objectives:

The students will be able to demonstrate how to correctly play a game of ultimate frisbee?

Resources Used:

Assessments Used:

Throwing and catching

game play

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE| Quarter: 1 |

Map Title: 4th-Q1 U3

Unit Title: Soccer

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.4.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Applicable Weeks:

7, 8, 9

Unit Information:

May need to bring equipment from other schools. Go over safety issues such as proper technique for tackling and kicking.

Big Idea:

Students will practice the skills for soccer and lead up to some team games to apply those skills. They will also understand what fitness components soccer works on developing.

Essential Questions:

What soccer skills or tactics could you use in another sport? How can soccer help my physical fitness?

Learning Activities:

Dribbling lesson- tricks/turns
Passing and trapping with partner
Pin soccer
small sided games- 1v1, 2v2

Vocabulary:

dribbling

trapping

names of different tricks/turns (hooks, stop turn)

tackling

Student Objectives:

The students will be able to weave through cones dribbling using 2 different parts of the feet and kick it into a goal using the inside of the foot.

Resources Used:

Assessments Used:

Skills assessment for kicking/dribbling

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 2 |

Map Title: 4th-Q2 U1

Unit Title: *Fitness*

Applicable Weeks:

10, 11, 12

Unit Information:

The Fitness Components of muscular strength/endurance, cardiovascular- aerobic/anaerobic, and flexibility will be discussed throughout the unit. It is at the teachers discretion which learning activities they will use for this unit.

Big Idea:

The students will understand what exercises or activities work on the different fitness components. They will also understand why physical fitness is important and how to stay healthy outside of school.

Essential Questions:

What are some things you can do to stay healthy outside of school?

Why is healthy eating important?

What are the different fitness components?

Learning Activities:

Stations

Circuits

fitness related games

obstacle courses

fitness related

jump rope unit

Myplate/healthy eating games

Vocabulary:

muscular strength

muscular endurance

flexibility

aerobic

anaerobic

myplate

Student Objectives:

The students will be able to list the 3 main fitness components of strength, flexibility, and cardiovascular.

The students will be able to perform the exercises correctly at the stations.

Resources Used:

Assessments Used:

fitness testing

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 2 |

Map Title: 4th-Q2 U2

Unit Title: *Volleyball*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.4.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Applicable Weeks:

13, 14, 15

Unit Information:

The unit will begin with skill development without a net and lead up to game play with the net.

Big Idea:

The students will practice the skills for volleyball and learn game play.

Essential Questions:

What life skills can you take from volleyball and why is it important to use good teamwork while playing?

Why is it important to understand the rules and how game play works?

Learning Activities:

Bumping and setting against wall, with partner, and in groups.

Serving back and forth over net with a partner.

Games without keeping score

Games keeping score

Vocabulary:

Side-out
bump/forearm pass
set/overhead pass
serve
rotate
ace
kill

Student Objectives:

The students will be able to demonstrate correct game play and understand concepts such as rotating serve correctly, keeping score, and who scores the point.

Resources Used:**Assessments Used:**

game play
skill assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | **Subject:** PE | **Quarter:** 2 |
Map Title: 4th-Q2 U3
Unit Title: *Holiday Games and Assessments*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.4.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

16, 17, 18

Unit Information:

Finish assessments for quarter.

Fun Holiday games.

Big Idea:

To give the students an activity that is both fun and keeps them active to celebrate the holidays.

Essential Questions:

Why is it important to stay active around the holidays?

Learning Activities:

- Sleigh rides, snowball fight, shadow dodging, Holiday Hungry Hippos, skating (carpet squares)
- Station assessments

Vocabulary:

- Holidays
- sleigh
- shadow
- dodging
- obstacle

Student Objectives:

The students will be able to work together cooperatively and use good sportsmanship while playing the different games.

Resources Used:

PE Central

Assessments Used:

Station assessments (if needed)

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE| Quarter: 3 |

Map Title: 4th-Q3 U1

Unit Title: *Basketball*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Applicable Weeks:

19, 20, 21

Unit Information:

Review skills. Use teaching games for understanding model through small sided game play.

Big Idea:

To understand how to play a game of basketball with friends using correct rules.

Essential Questions:

Why is it important to know the rules? What skills are you weak or strong in the game of basketball?

Learning Activities:

Dribbling knockout

Shooting knockout

Pig/horse

Small sided halfcourt games- 1v1, 2v2, 3v3

basketball golf

Vocabulary:

Traveling

turnover

steal

block

double-dribble

checking

pick
rebounding
layup
free-throw
dunk

Student Objectives:

The students will be able to correctly play a pick-up game of basketball.

Resources Used:

Assessments Used:

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 3 |
Map Title: 4th-Q3 U2
Unit Title: *Striking with Rackets or Paddles*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.4.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

22, 23

Unit Information:

Activities may be dependent upon equipment available.

Big Idea:

Students will understand the basic movement of striking an object with a paddle or racket. Work on hand eye coordination. If their skills are proficient and there is enough equipment you could play some games.

Essential Questions:

What are some lifelong sports where you use these skills?

How can it carry over to other sports where you use hand-eye coordination?

Learning Activities:

Striking against the wall.

Hit at targets.

Hit back and forth over a net with partner.

1v1 games or 2v2

Vocabulary:

pickleball

badminton

strike

paddle

table tennis

control (power of swing)

Student Objectives:

The students will be able to serve the ball/birdie over the net 3/5 times.

The students will be able to tell me 3 cues for striking an object.

Resources Used:

Assessments Used:

skill assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 3 |

Map Title: 4th-Q3 U3

Unit Title: *Dance/Fitness/Tumbling*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.4.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.4.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.4.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

24, 25, 26, 27

Unit Information:

Will pick 1-3 of the areas to cover during this unit. It may vary from year-year the duration of each area.

Big Idea:

To learn different movement patterns and manipulate body parts.
Practice and learn various fitness concepts.

Essential Questions:

Why is maintaining a healthy level of physical fitness important?
Why is dancing important or why are we doing it in P.E.?

Learning Activities:

Tumbling- forward rolls, cartwheels, log rolls, and donkey kicks

Dance- popular Youtube dances, creative movement, line dance, and wedding dances

Fitness- stations, circuits, fitness related game- triathlon, obstacle course

Vocabulary:

tumbling

forward roll

log roll

donkey kick

circuit

rhythm

names of exercises

stank leg

Student Objectives:

The students will be able to correctly demonstrate a forward roll.

The students will participate the entire length of a dance without bumping into anyone.

The students will be able to tell us one reason why fitness is important.

Resources Used:

Youtube

PE Central

Assessments Used:

Tumbling skill assessment

Dance assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 4 |

Map Title: 4th-Q4 U1

Unit Title: Literacy in P.E.

(CCSS) LA.4.L.2

Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

(IN 2014) LA.4.RF.4.4

Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding ?ing, such as cut/cutting; changing the ending of a word from ?y to ?ies to make a plural). Students are expected to build upon and continue applying concepts learned previously.

(IN 2014) LA.4.W.6.2c

Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

Applicable Weeks:

28, 29, 30

Unit Information:

- Spelling words from regular classroom can be used.
- Collaborate with classroom teacher.
- May need special equipment/supplies in preparation for the unit.

Big Idea:

To use literacy skills in a different setting and understand the value of using the skills in P.E.

Essential Questions:

How can using words in P.E. help me in other places?

Learning Activities:

Spelling word Go Fish, Books in Motion, Turn and talk (about the activity for the day), Fitness activity logs, fitness stations

Vocabulary:

literacy
spelling words from classroom
exercise names

Student Objectives:

The students will be able to tell you why reading and words are important in sports.

The students will be able to talk to a classmate about an activity (What was your favorite part? What was a problem you had?)

Resources Used:

PE Central

IDOE- literacy standards for P.E.

Assessments Used:

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 4 | Subject: PE | Quarter: 4 |

Map Title: 4th-Q4 U2

Unit Title: *Outdoor recreation*

(IN 2010) PE.4.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.4.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.4.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.4.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.4.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

31, 32, 33, 34, 35, 36

Unit Information:

The unit is more up to teacher discretion to choose activities. They might also need to finish assessments for the year during this time.

Go over some field day games. Activities may include Scavenger Hunt, whiffle, and kickball.

Big Idea:

The students should understand basic concepts of game play for baseball (base running/rules). Know how to do basic skills of throwing/catching/batting.

Essential Questions:

What is your favorite part of baseball?

What are some games I can play outside at home?

Learning Activities:

T-ball- hit and run 1 base.

Scavenger Hunt

Kickball

Field Day games

Any final assessments for quarter or SLO's

Vocabulary:

1st, 2nd, 3rd base/home plate
field day game names and names of skills
scavenger
bat
baseball/softball/whiffle ball

Student Objectives:

The students will be able to correctly play a game of whiffle ball.
SLO

Resources Used:

Assessments Used:

Batting assessment
Verbal formative assessment for batting
SLO
fitness testing

Comments:

Attached Files:

There are no files attached to this map.