

# **LITTLE ROCK SCHOOL DISTRICT**

August 2012

## **Physical Education and Health Curriculum Map**

### **Fourth Grade**



Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation To SPARK PE	<p><b>PEL Curriculum Framework (2011):</b></p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL.5.4.1 Identify responsible decisions according to the rules and boundaries associated with physical activities</p>	Do the students understand the general concepts of the SPARK PE Curriculum?	Teacher Observation	<p>SPARK PE Curriculum 3-5</p> <p><b>See TABS in your Spark Program Manual to locate resources for each unit.</b></p>
September	Week 3 and 4 ASAP (Active Soon As Possible games)	<p>PEL.3.4.1 Locate <i>carotid</i> and <i>radial arteries</i> to calculate heart rate</p>	Can students perform various locomotor skills at different levels/directions?	Teacher Observation	<p>SPARK PE Curriculum 3-5</p> <p>SPARK PE Curriculum 3-5</p>
		<p>PEL.4.4.1 Categorize physical activities into <i>health</i> benefits (e.g., crabwalk improves strength, chasing and fleeing games improve <i>cardio-respiratory</i>)</p>	Can students respond appropriately to cues involving space/tempo/pathways and creative moves?	Teacher Observation	

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October	<b>Week 5 and 6 Recess Activities</b>	<p>PEL.4.4.2 Discuss opportunities for individual, dual, and team participation as it relates to lifetime fitness (e.g., bowling, tennis, soccer, softball, kickball)</p> <p>PEL.4.4.3 Understand that <i>leisure activities</i> can be a form of relaxation</p>	Are the activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum 3-5
	<b>Week 7 Football/ Limited Space Activities</b>	<p>PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy</p> <p>PEL.2.4.6 Participate in modified games that utilize basic <i>motor skills</i></p>	Do the activities help the students practice and develop fundamental skills for successful play?	Teacher Observation	SPARK PE Curriculum 3-5

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	<p><b>Week 8 and 9</b> Soccer Kicking/Trapping/</p>	<p>PEL.1.4.5 Strike a ball with increased velocity and accuracy</p> <p>PEL.1.4.7 Use feet to dribble with control and <i>agility</i> at a greater speed</p> <p>PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy</p>	<p>Can students receive passes, trap and control balls in different ways?</p>	<p>Teacher Observation</p>	<p>SPARK PE Curriculum 3-5</p>
	<p><b>Week 10 and 11</b> Softball Hockey Striking/Catching/ Throwing</p>	<p>PEL.1.4.2 Throw an object over-hand/underhand with increased velocity and accuracy</p> <p>PEL.1.4.3 Catch an object thrown with increased velocity or catch an object while moving</p>	<p>Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?</p>	<p>Teacher Observation</p>	<p>SPARK PE Curriculum 3-5</p>

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November	Week 12 and 13 Basketball	<p>PEL.1.4.4 Dribble around moving obstacles using both hands while moving at a greater speed</p> <p>PEL.2.4.7 Understand that cross-lateralization, or crossing the mid-line, integrates and energizes the brain to enhance learning (e.g., gravity force trajectory, spin as related to ball-handling skills)</p>	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum 3-5
	Week 14 and 15 Volleyball Volleying games (tennis, badminton, paddle activities)	<p>PEL.1.4.6 Demonstrate a <i>mature pattern</i> of volleying during a game situation</p>	Can the students volley a variety of objects at varying levels?	Teacher Observation	SPARK PE Curriculum 3-5
December	Week 16 and 17 Dance	<p>PEL.2.4.5 Create simple rhythmical sequences in time to music</p> <p>PEL.1.4.1 Perform simple rhythmical sequences in</p>	Is the students' creative potential enhanced through music, dance and rhythmic forms?	Teacher Observation	SPARK PE Curriculum 3-5

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		time to music (e.g., grapevine, schottische, step-together- step)			
<b>December/ January</b>	<b>Week 18 and 19</b> Stunts/Tumbling	PEL.2.4.1 Identify and perform movements using the <i>musculoskeletal</i> system  PEL.3.4.7 Recognize the benefits that proper <i>flexibility</i> has on the ability to perform various activities	Are stunts and tumbling activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum 3-5
<b>January</b>	<b>Week 20 and 21</b> Cooperatives/Parachute	PEL.5.4.3 Exhibit teamwork skills in activity settings (e.g., team games, team- building activities, parachute)	Are the activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum 3-5
<b>January/ February</b>	<b>Week 22, 23 and 24</b> Group Fitness/ Speed Stacks	PEL.5.4.2 Exhibit responsible and respectful behavior in different social situations (e.g., being a "good" loser, being a "humble" winner)	Are students' kinesthetic experiences enhanced while participating in a variety of group activities and by using manipulatives?	Teacher Observation	SPARK PE Curriculum 3-5

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February	Week 25 and 26 Jump Rope/Movement Bands	<p>PEL.3.4.2 Demonstrate a procedure for monitoring heart rate (e.g., take pulse with fingers, heart rate monitors, pulse stick)</p> <p>PEL.3.4.1 Locate <i>carotid</i> and <i>radial arteries</i> to calculate heart rate</p>	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum 3-5
March	Week 27 and 28 Walk/Jog/ Run/Chasing and Fleeing	<p>PEL.2.4.2 Demonstrate game strategies of chasing, fleeing, and evading</p> <p>PEL.2.4.3 Create and defend space, display readiness, and cover areas utilizing <i>motor skills</i> (e.g., tag games)</p>	Are students participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum 3-5
March/ April	Week 29 and 30 Aerobic Games	<p>PEL.2.4.4 Apply <i>locomotor</i> movements in a variety of <i>lead-up games</i> (e.g., relays, tag games)</p> <p>PEL.3.4.3 Maintain a moderate to vigorous intensity level in a variety of activity settings (e.g., jump rope, tag, dancing)</p>	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum 3-5



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April	Week 31 and 32 Flying Disc	<p>PEL.1.4.2 Throw an object over-hand/underhand with increased velocity and accuracy</p> <p>PEL.1.4.3 Catch an object thrown with increased velocity or catch an object while moving</p>	Can students successfully throw and catch a flying object?	Teacher Observation	SPARK PE Curriculum 3-5
May	Week 33 and 34 Fitness Challenges/Fitness Circuits	<p>PEL.3.4.8 Recognize that <i>muscular strength</i> building activities should be performed on alternating days for improvement</p> <p>PEL.3.4.9 Recognize that <i>muscular endurance</i> activities should be performed on alternating days for improvement.</p>	Are students being encouraged to meet the fitness level and social structure of the activities?	Teacher Observation	SPARK PE Curriculum 3-5

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	<b>Week 35 and 36</b> Fitness Assessments/ Games	PEL.3.4.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> <li>• <i>cardio-respiratory endurance</i></li> <li>• <i>body composition</i></li> <li>• <i>muscular strength and endurance</i></li> <li>• <i>flexibility</i></li> </ul>	Can students perform the activities required to participate in the Fitnessgram Assessment?	Teacher Observation Fitnessgram	SPARK PE Curriculum 3-5 Fitnessgram