Physical Education - Grade 4
Curriculum Map

INSTRUCTIONAL TIME PERIOD	SKILLS / OUTCOMES	ASSESSMENT
Unit 1	**Adventure / Team Building** **The students will be able to:** ● Participate in several advanced ice breaker activities. ● Solve 4 to 6 advanced partner challenges. ● Solve 4 to 6 advanced small group challenges. ● Solve 1 to 2 advanced full class challenges. ● Describe what trust is and how to use it with others. ● List the 3 main components to use when solving physical challenges. ● Celebrate the successes and achievements of self and others in groupings. ● Demonstrate the acceptance of skill and ability of others in groupings. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E23.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**
Unit 2	**Balance** **The students will be able to:** ● Exhibit mature balance with control on a variety of objects. ● Exhibit balance on different bases of support while on varied apparatus, demonstrating levels, shapes and weight transfer. ● Explore advanced dynamic balance activities with and without support. (unicycle, pedelos, stepping stones or dome, pogo sticks, stilts) ● Explain why it is necessary for transferring weight during balance activities. ● Identify balance as a skill related fitness area.	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**

	• Identify activities and professions where good balance skills are needed. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E5.4, PE.S1.E6.4** **Standard 2: PE.S2.E2.4** **Standard 3: PE.S3.E6.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	
Unit 3	**Bats, Racquets and Extensions** **The students will be able to:** • Strike an object with both a short handled and long handled implement using a mature pattern. • Perform partner / small group volleys using a light to mid weight object over a regulation net. • Strike an object with a long handled implement demonstrating several elements of mature form. (hockey stick, golf iron, putter, bat) • Combined traveling and short / long handled implement skills in lead up and small sided practice environments. • Identify reaction time as a skill related fitness area. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E20.4, PE.S1.E21.4** **Standard 2: PE.S2.E3.4, PE.S2.E4.4** **Standard: 3 PE.S3.E6.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4**	• **Questioning** • **Demonstrations** • **Observations** • **Participation** • **Self Evaluations** • **Student Generated Response**

	Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4	
Unit 4	**Foot Manipulation and Kicking** **The students will be able to:** ● Perform a dribble in general space with feet while in control of body and ball, increasing and decreasing speed. ● Dribble with a mature pattern in a variety of small sided game forms. ● Perform dribble with feet in combination with other skills. (passing, receiving, shooting) ● Receive and pass a ball using the inside of each foot to a moving partner. ● Receive and pass a ball using the inside and outside parts of the feet to a stationary partner, trap and give upon receiving. ● Kick a ball along the ground and into the air using a mature pattern. ● Punt a ball using an intermediate to mature pattern. ● Recognize the type of kick needed for various game / sport situations. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E15.4, PE. S1.E16.4, PE.S1.E17.4** **Standard 2: PE.S2.E1.4, PE.S2.E3.4, PE.S2.E4.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**
Unit 5	**Hand Eye Coordination** **The students will be able to:** ● Perform 1 complete 3 scarf juggling rotation using a mature pattern form. ● Continue to perform a 2 ball toss / catch pattern, adding a third ball upon individual readiness. ● Continue to perform a 2 ball partner juggle adding a third ball upon individual pair readiness. ● Explore 1,2 and 3 object pattern juggles using rings and clubs. ● Explore various hands / eye challenges such as juggling blocks, diablos and hacky sacks. ● Show and talk a partner through a mature juggling pattern and mature form.	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**

	• Identify coordination as a skill related fitness area. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E13.4** **Standard 3: PE.S3.E6.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	
Unit 6	**Large Object Manipulation** **The students will be able to:** • Dribble in self space with both preferred and non preferred hands using a mature pattern. • Dribble in general space in control of both ball and body while increasing and decreasing speed. • Dribble using a mature pattern in a variety of small sided game forms. • Demonstrate mature patterns with both bounce and chest passes. • Perform a layup using a basic pattern on the dominant side. • Perform basic jump shot using (BEEF) technique. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E4.4, PE.S1.E14.4** **Standard 2: PE.S2.E1.4, PE.S2.E2.4, PE.S2.E4.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	• **Questioning** • **Demonstrations** • **Observations** • **Participation** • **Self Evaluations** • **Student Generated Response**

Unit 7	**Small Object Manipulation** **The students will be able to:** • Throw overhand using a mature pattern in non-dynamic environments and various levels. • (low, medium, high) • Throw overhand to a partner or at a target with accuracy at a reasonable distance. • Throw to a moving partner with reasonable accuracy. • Catch a thrown ball at various levels using a mature pattern. (above head, chest/waist level, along the ground) • Roll underhand using a mature pattern. • Perform a side throw using a mature pattern. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E4.4, PE.S1.E11.4, PE.S1.E12.4, PE.S1.E13.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	• **Questioning** • **Demonstrations** • **Observations** • **Participation** • **Self Evaluations** • **Student Generated Response**
Unit 8	**Striking** **The students will be able to:** • Perform an underhand volley using a mature pattern in a dynamic environment. (2 and 4 square) • Perform a strike volley with a 2 hand overhead pattern, sending a ball upward while demonstrating 4 of the 5 critical elements of a mature pattern. • Perform an overhand or sidearm volley with an object using mature form. (bump, serve) • Combined traveling with striking skills in small sided practice task / activity environments. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E4.4, PE.S1.E18.4, PE.S1.E19.4** **Standard 2: PE.S2.E3.4, PE.S2.E4.4**	• **Questioning** • **Demonstrations** • **Observations** • **Participation** • **Self Evaluations** • **Student Generated Response**

	Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4 **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	
Unit 9	**Traveling Jumping and Landing** **The students will be able to:** ● Perform various locomotor skills in a variety of small sided practice tasks / activities. ● Run for a distance using mature form. ● Perform both spring and step take offs and landings. ● Combined jumping and landing patterns with locomotor and manipulative skills. ● Apply the movement concepts of speed, endurance and pacing for running. ● Identify agility as a skill related fitness area. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E1.4, PE.S1.E2.4, PE.S1.E4.4** **Standard 3: PE.S3.E6.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**
Unit 10	**Tumbling and Body Awareness** **The students will be able to:** ● Combined traveling with balance and weight transfer to create a tumbling sequence run. ● Transfers weight from feet to hands at varying speed using large extensions. (mule kick, cartwheel) ● Perform mature straddle and pike roll patterns. ● Perform a variety of small group stunts in a static formation. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**

	Wisconsin Physical Education Standards: **Standard 1: PE.S1.E1.4, PE.S1.E5.4, PE.S1.E9.4** **Standard 2: PE.S2.E2.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	
Unit 11	**Rhythms, Dance and Apparatus** **The students will be able to:** Dance: ● Combined locomotor movement patterns and dance steps to create and perform an original dance. ● Combined the concepts of body alignment and muscle tension in dance. ● Combined locomotor and non locomotor skills and movement concepts to create a dance with a partner or group. Apparatus: ● Perform 7 intermediate to advanced short rope individual skills. ● Perform 3 basic to intermediate short rope partner skills. ● Create a jump rope routine with a partner using a long or short rope. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers in both areas. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E1.4, PE.S1.E3.4, PE.S1.E8.4, PE.S1.E22.4** **Standard 2: PE.S2.E2.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**

Unit 12	**Flee Chase Dodge and Guard** **The students will be able to:** ● Apply mature offensive strategies / tactics in chasing and fleeing activities. ● Apply mature defensive strategies / tactics in chasing and fleeing activities. ● Apply the concept of creating and taking away time and space in small sided practice tasks and activities. ● Recognize and apply the concepts of partner and team strategies and tactics in flee, chase and guard activities. ● Identify speed and power as two skill related fitness areas.. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 2: PE.S2.E1.4, PE.S2.E3.4** **Standard 3: PE.S3.E6.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**
Unit 13	**Huff, Puff and Stuff** **The students will be able to:** ● Analyze area opportunities for cardio-respiratory physical activity. ● Actively engage in aerobic activities in physical education, both teacher directed and independently. ● Identify cardio-respiratory endurance and body composition as two of the 5 components of health related fitness.. ● Demonstrate warm ups and cool downs relative to cardio-respiratory fitness. ● Identify 2 personal fitness goals to enhance aerobic / cardiovascular development. ● Identify the importance of staying hydrated during activity. ● Participate in age appropriate aerobic assessment. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**

	Wisconsin Physical Education Standards: **Standard 1: PE.S1.E1.4** **Standard 2: PE.S2.E3.4** **Standard 3: PE.S3.E1.4, PE.S3.E2.4, PE.S3.E5.4, PE.S3.E7.4, PE.S3.E8.4, PE.S3.E9.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	
Unit 14	**Push, Pull and Climb** **The students will be able to:** ● Continue to participate in upper, core and lower body activities which promote muscular strength and endurance. ● Identify 2 muscles for each activity / assessment. ● Identify 2 personal fitness goals to improve / enhance muscular strength and endurance. ● Show knowledge that muscle strength / endurance is one of the components of health related fitness. ● Participate in age appropriate muscular assessments. ● Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 3: PE.S3.E1.4, PE.S3.E3.4, PE.S3.E7.4, PE.S3.E8.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation** ● **Self Evaluations** ● **Student Generated Response**
Unit 15	**Bend, Flex, Twist and Curl** **The students will be able to:** ● Perform several advanced static stretch holds. ● Perform several advanced dynamic stretches.	● **Questioning** ● **Demonstrations** ● **Observations** ● **Participation**

	• Move into and out of balances on apparatus with curling, twisting and stretching actions. • Show knowledge that flexibility is a health related fitness component. • Identify 2 personal fitness goals to enhance flexibility. • Participate in age appropriate flexibility assessments. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. **Wisconsin Physical Education Standards:** **Standard 1: PE.S1.E7.4** **Standard 3: PE.S3.E1.4, PE.S3.E4.4, PE.S3.E7.4, PE.S3.E8.4** **Standard 4: PE.S4.E1.4, PE.S4.E2.4, PE.S4.E3.4, PE.S4.E4.4, PE.S4.E5.4, PE.S4.E6.4, PE.S4.E7.4** **Standard 5: PE.S5.E1.4, PE.S5.E2.4, PE.S5.E3.4**	• **Self Evaluations** • **Student Generated Response**

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Wisconsin Standards for Physical Education Covered in Grade 4 (Essential standards are in red.)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

PE.S1.E1.4 A. Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction.

PE.S1.E2.4 Demonstrate spring and step take-offs and landings specific to gymnastics.

PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.

PE.S1.E4.4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks.

PE.S1.E5.4 A. Transfer weight from feet to hands for momentary weight support. B. Transition into and out of a roll as part of a gymnastics sequence.

PE.S1.E6.4 Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pogo sticks, stilts).

PE.S1.E7.4 Move into and out of balances on an apparatus with curling, twisting, and stretching actions.

PE.S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner.

PE.S1.E9.4 Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.

PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.

PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.

PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.

PE.S1.E13.4 A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. B. Combine traveling and catching in a teacher- or student designed small sided practice task environment.

PE.S1.E14.4 A. Dribble in self space with both the preferred and nonpreferred hand using a mature pattern. B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student designed small sided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).

PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.

PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).

PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, “giving” on reception before returning the pass.

PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.

PE.S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.

PE.S1.E20.4 A. Strike an object with a short handled implement, demonstrating a mature pattern. B. Strike an object with a short handled implement alternating hits with a partner over a low net or against a wall.

PE.S1.E21.4 Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through).

PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.

PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher directed activity.

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.
PE.S2.E2.4 Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.
PE.S2.E3.4 A. Apply the movement concepts of speed, endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target.
PE.S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

PE.S3.E1.4 Identify factors that motivate or deter daily participation in physical activity.
PE.S3.E2.4 A. Identify target heart rate zone for moderate to vigorous intensity activities (60%-80%). B. Categorizes cardiorespiratory endurance as one component of health-related fitness.
PE.S3.E3.4 A. Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health-related fitness.
PE.S3.E4.4 A. Explain why a particular stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness.
PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health related fitness.
PE.S3.E6.4 Identify the components of skill-related fitness.
PE.S3.E7.4 Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between Health Related Fitness components and various fitness activities.
PE.S3.E8.4 A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation.
PE.S3.E9.4 Discuss the importance of proper hydration.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.
PE.S4.E2.4 Apply the procedures and protocols in the learning environment.
PE.S4.E3.4 Praise the performance of others.
PE.S4.E4.4 Create and implement an action plan towards meeting a goal.
PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSELC 17)
PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.
PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.S5.E1.4 Discuss the relationship between physical activity and well-being.

PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSELC 11)

PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.