

**Van Buren Intermediate School District  
Physical Education Curriculum  
Fourth Grade  
2008**

## **Understanding the Organizational Structure**

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

## **Overview of the Content Expectations**

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

## **Michigan Physical Education Content Standards (2007)**

### *A physically educated person:*

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.03.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 03** - Third Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

| <b>Strands</b>   |   |   |   |
|--|---|---|---|
| <u>M</u> otor Skills and<br>Movement Patterns<br>(M)   | Content <u>K</u> nowledge<br>(K)  | Fitness and Physical<br><u>A</u> ctivity<br>(A)   | Personal/Social<br><u>B</u> ehaviors and Values<br>(B)  |
| (Standard 1)   | (Standard 2)  | (Standards 3, 4)  | (Standards 5, 6)  |
| <b>Domains</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>- Movement Concepts (MC)</li> <li>  Space Awareness</li> <li>  Effort</li> <li>  Relationships</li> <li>- Motor Skills (MS)</li> <li>  Non-Locomotor</li> <li>  Locomotor</li> <li>  Manipulative</li> <li>    - Aquatics (AQ)</li> <li>- Outdoor Pursuits (OP)</li> <li>- Target Games (TG)</li> <li>- Invasion Games (IG)</li> <li>- Net/Wall Games (NG)</li> <li>- Striking/Fielding Games (SG)</li> <li>- Rhythmic Activities (RA)</li> </ul> | <ul style="list-style-type: none"> <li>- Feedback (FB)</li> <li>- Movement Concepts (MC)</li> <li>  Space Awareness</li> <li>  Effort</li> <li>  Relationships</li> <li>- Motor Skills (MS)</li> <li>  Non-Locomotor</li> <li>  Locomotor</li> <li>  Manipulative</li> <li>    - Aquatics (AQ)</li> <li>    - Outdoor Pursuits (OP)</li> <li>    - Target Games (TG)</li> <li>    - Invasion Games (IG)</li> <li>    - Net/Wall Games (NG)</li> <li>- Striking/Fielding Games (SG)</li> <li>- Rhythmic Activities (RA)</li> <li>- Participation Inside/Outside of Physical Education (PA)</li> <li>- Health-Related Fitness (HR)</li> <li>- Physical Activity and Nutrition (AN)</li> <li>- Personal/Social Behaviors (PS)</li> <li>- Regular Participation (RP)</li> <li>- Social Benefits (SB)</li> <li>- Individual Differences (ID)</li> <li>- Feelings (FE)</li> </ul> | <ul style="list-style-type: none"> <li>- Participation During Physical Education (PE)</li> <li>- Participation Outside of Physical Education (PA)</li> <li>- Health-Related Fitness (HR)</li> <li>- Physical Activity and Nutrition (AN)</li> </ul> | <ul style="list-style-type: none"> <li>- Feedback (FB)</li> <li>- Personal/Social Behaviors (PS)</li> <li>- Regular Participation (RP)</li> <li>- Social Benefits (SB)</li> <li>- Individual Differences (ID)</li> <li>- Feelings (FE)</li> </ul> |

**It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.**

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District  
Unified Physical Education Program**

**Mission Statement**

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

**Abbreviated Mission Statement**

Developmentally appropriate physical education today:  
Healthy, active lifestyles tomorrow.

**Outcomes**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**Standard 2:** Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social

**Grades 3-5 Content**

|              |                   |                        |
|--------------|-------------------|------------------------|
| Soccer       | Softball          | Cooperative Games      |
| Line dancing | Folk Dance        | Health Related Fitness |
| Basketball   | Volleyball        | Track & Field          |
| Football     | Floor Hockey      | Basic Nutrition        |
| Jump Rope    | Rhythmic Activity | Health-Related Fitness |
| Tumbling     |                   |                        |

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

**Michigan Department of Education’s Physical Education  
Grade Level Content Expectations (GLCE)  
Grade 4**

| <b>Strand 1- Grade Level Content Expectation<br/>Motor Skills and Movement Patterns</b>  | <b>Content</b>   | <b>Objective</b>  |
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| <p><b>Space Awareness</b><br/> <b>M.MC.04.01</b> Demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw)in controlled settings.</p> <p><b>M.MC.04.02</b> Demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.03</b> Demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of selected fundamental motor skills in controlled settings.</p> | <p>Stations<br/>           Low Organizational Games</p> <p>Tumbling<br/>           Line Dance</p> <p>Tinikling<br/>           Freeze Tag</p> <p>Soccer</p> | <p>Student will demonstrate all space awareness movement concepts for location while participating in stations that focus on non-locomotor and manipulative skills during selected class periods.</p> <p>Student will execute a backward roll (TA form) during four of five trials.</p> <p>Student will execute the “Electric Slide” line dance for three minutes during consecutive class days.</p> <p>Student will perform pole striking skill (TA form) keeping sticks low while students are jumping in and out for 45 seconds on 2/3 trials.</p> <p>Student will demonstrate high, low and medium levels while participating in a Bronco Tag game.</p> <p>Students will perform soccer</p> |

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| <p><b>M.MC.04.04</b> Demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.05</b> Demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p>  | <p>Volleyball<br/>Track and Field</p>                       | <p>dribble (TA form) moving in straight, curved and zig zag pathways around the gym without collision for 30 seconds 2/3 times.</p> <p>Student will execute an underhand serve (TA Form) from varying locations near and far from the net wall 4 of 5 times.</p> <p>Student will execute an underhand hand relay pass (TA Form) to a partner nearby in a designated area 4 of 5 times.</p>  |
| <p><b>Effort</b><br/><b>M.MC.04.06</b> Demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.07</b> Demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.08</b> Demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.</p> | <p>Floor Hockey<br/><br/>Basketball<br/><br/>Line Dance</p> | <p>Students will demonstrate puck handling (TA) while maintaining a position on a polydot and moving the puck at varying speeds for 20 seconds 2/3 trials.</p> <p>Student will demonstrate a dribble (TA Form) with the dominant hand for 30 seconds controlling the ball with varying efforts during 2 of 3 attempts.</p> <p>Student will demonstrate four movements in sequence and rhythm required in various line dances during two of three repetitions.</p> |

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| <p><b>Motor Skills</b></p> <p><b>Non-Locomotor</b><br/> <b>M.MS.04.01</b> Demonstrate selected elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.</p> <p><b>Locomotor</b><br/> <b>M.MS.04.02</b> Demonstrate selected elements of the mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.</p> | <p>Tumbling</p> <p>Cooperative Games</p> <p>Obstacle Course</p> <p>Crows and Cranes</p> | <p>Student will execute a log roll (TA form) down and back on a panel mat maintaining body control during 4 of 5 attempts.</p> <p>Student will execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days.</p> <p>Student will execute non-locomotor activities such as the Human Knot, Caterpillar, Group Balance during selected class sessions.</p> <p>Student will execute combinations of various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) while completing an obstacle course during 2 of 3 trials.</p> <p>Student will execute various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of Crows and Cranes without collision with others during 2 of 3 trials.</p> |
| <p><b>Manipulative</b><br/> <b>M.MS.04.03</b> Demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.</p>   | <p>Football</p> <p>Softball</p>   | <p>Student will execute an overhand throw (TA Form) using a nerf football to a partner 20 feet away 4 of 5 trials.</p> <p>Student will execute an underhand throw (TA Form) using a gator ball to a partner 20 feet away during 4 of 5 trials.</p>   |

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| <p><b>M.MS.04.04</b> Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.</p> | <p>Soccer<br/>Softball<br/>Football<br/>Volleyball</p> | <p>Student will execute an underhand roll (TA Form) to a partner 30 feet away during 4 of 5 trials.</p> <p>Student will dribble a soccer ball (TA Form) through a maze of cones set 3 feet apart to complete a 30 foot challenge two of three times.</p> <p>Student will execute overhead and below the waist catch (TA Form) while working with a partner 15 feet away 4 of five times.</p> <p>Student will execute an underhand serve (TA Form) while standing 20 feet from a net 4 of five times.</p> <p>Student will execute a stationary kick off a “T” (TA Form) 20 feet 4 of five times.</p> <p>Student will execute a basketball dribble (TA Form) with the dominant hand for 30 seconds during 2 of 3 attempts.</p> |
| <p><b>M.MS.04.05</b> Demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.</p>       | <p>Volleyball</p> <p>Basketball</p>                    | <p>Student will execute a forearm pass (TA Form) to a partner who tosses the ball from 15 feet 2 of 3 attempts.</p> <p>Student will execute a basketball dribble (TA Form) with the dominant hand for 30 seconds during 2 of 3</p>   |



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| <p><b>M.MS.04.06</b> Perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.</p>   | <p>Tumbling</p> <p>Foot Boogie</p>                | <p>attempts.</p> <p>Students will perform a chest pass (TA form) 10 feet to a 6 x 6 target four of five times.</p> <p>Students will perform a bounce pass (TA form) 10 feet to a 6 x 6 target four of five times.</p> <p>Student will execute a three movement routine demonstrating balance, flexibility and roll movements during selected class periods.</p> <p>Student will execute the movements required for Foot Boogie during three repetitions.</p> |
| <p>Pools are not available in all 12 of the districts in the county. Only one district includes aquatics as part of the physical education program at the elementary level. While not mandated, the MDE suggests that land drills be used to teach aquatics concepts.</p> |   |  |
| <p><b>Aquatics</b><br/><b>M.AQ.04.01</b> Demonstrate selected elements of the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.</p> <p><b>M.AQ.04.02</b> Demonstrate</p>   | <p>Front Float<br/>Back Float<br/>Front Glide</p> | <p>Student execute a front float (TA Form) without assistance for ten seconds during 4 of 5 trials.</p> <p>Student will execute back float (TA Form) without assistance for 15 seconds during 4 of 5 trials.</p> <p>Student will perform a front glide moving 10 feet in the water 4 of 5 trials.</p> <p>Student will jump feet first</p>  |

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| <p>selected elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.</p> <p><b>M.AQ.04.03</b> Demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet/5 yards in the water in isolated settings.</p> <p><b>M.AQ.04.04</b> Demonstrate locomotion, in a supine position, using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet/5 yards in the water in isolated settings.</p> <p><b>M.AQ.04.06</b> Demonstrate jumping or stepping from the side while wearing a life jacket and locomote to a position of safety in isolated settings.</p> | <p>Feet First Jump</p> <p>Modified American Crawl</p> <p>Modified Elementary Backstroke</p> <p>Life Jacket Jump</p> | <p>into water, recover without touch bottom, move 10 feet to a ladder and exit the pool without assistance 4 of 5 trials.</p> <p>Student will execute a modified American Crawl demonstrating above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet during 4 of 5 trials.</p> <p>Student will execute a modified elementary backstroke using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet during 4 of 5 trials.</p> <p>Student will jump, feet first while wearing a life jacket into water and move to a ladder to exit pool 4 of 5 times.</p> |
| <p><b>Outdoor Pursuits</b></p> <p><b>M.OP.04.01</b> Demonstrate use of movement concepts in outdoor pursuits with self and equipment in isolated settings.</p> <p><b>M.OP.04.02</b> Demonstrate use of locomotor skills in outdoor pursuits with self and equipment (e.g., backpack) in isolated settings.</p> <p><b>M.OP.04.03</b> Demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in isolated</p>  | <p>Outdoor Obstacle Course</p>  | <p>Student will demonstrate movement concepts, locomotor and non-locomotor skills while completing an outdoor obstacle course attired with a light backpack during selected class sessions.</p> <p>Student will demonstrate the capacity to put on and take off a light backpack following class guidelines during selected class periods.</p>  |

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| settings.<br><br><b>M.OP.04.04</b> Demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in isolated settings.  |  |   |
| <b>Target Games</b><br><br><b>M.TG.04.01</b> Demonstrate limited use of selected strategies for tactical problems, such as accuracy in distance and direction during modified, unopposed target games.   | Cooperative Games                      | Working with a partner, student will execute underhand bean bag toss to a target from varying distances to accumulate points for a team on selected class days.<br><br>Student will roll a playground ball to strike varying configured pins during 4 of 5 trials.                              |
| <b>Invasion Games</b><br><b>M.IG.04.01</b> Demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2). | Basketball<br>Floor Hockey<br>Football | During two on two basketball or floor hockey games, student will demonstrate the capacity to move to an open area to receive a pass from a teammate on 2 of 3 trials.<br><br>Student will demonstrate the capacity to center a football to a teammate during class drills during 2 of 3 trials. |
| <b>Net/Wall Games</b><br><b>M.NG.04.01</b> Demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during modified, cooperative net/wall games.   | Volleyball                             | Student will execute successive forearm passes (TA Form) during a Keep It UP volleyball drill during 4 of 5 trials.   |
| <b>Striking/Fielding Games</b><br><b>M.SG.04.01</b> Demonstrate use of selected on-the-object tactical movements of infield  | Softball                               | Student will execute a below the waist catch (TA Form) from a ball rolled by a teammate and step on a base  |

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| base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).  |  | in a drill 4 of 5 times.  |
| <b>Rhythmic Activities</b><br><b>M.RA.04.01</b> Demonstrate the reversal of rhythmic locomotor patterns and change of direction.  | Line Dance   | Following the lead of a teacher, student will demonstrate selected locomotor patterns to perform the “Electric Slide” during 4 of 5 repetitions.  |
| <b>Strand 2- Grade Level Content Expectation Knowledge</b>  | <b>Content</b>   | <b>Objective</b>  |
| <b>Feedback</b><br><b>K.FB.04.01</b> Use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.   | Class Activities   | Student will demonstrate the capacity to use cues from teacher and peers to improve performance during class activities.  |
| <b>Movement Concepts</b><br><b>K.MC.04.12</b> Apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.<br><b>K.MC.04.13</b> Apply knowledge of critical elements of all movement concepts while performing non-locomotor skills in isolated settings.<br><br><b>K.MC.04.14</b> Apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings. | Cooperative Games<br>Tag<br>Stations<br><br>Tumbling<br>Line Dance<br><br><br>Softball<br>Football | Students will distinguish among movement concepts and apply this knowledge to perform movement concepts and locomotor skills during selected class activities.<br>Students will distinguish among movement concepts and apply this knowledge to perform movement concepts and non-locomotor skills during selected class activities.<br><br>Students will distinguish among movement concepts and apply this knowledge while performing an underhand softball throw and overhand football throw during selected class activities. |

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| <p><b>Non-Locomotor</b><br/> <b>K.MS.04.01</b> Apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.</p> | <p>Tumbling</p> <p>Cooperative Games</p>       | <p>Student will apply knowledge of the critical elements of non-locomotor skills to execute a log roll (TA form) down and back on a panel mat maintaining body control during 4 of 5 attempts.</p> <p>Student will apply knowledge of the critical elements of non-locomotor skills to execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days.</p> <p>Student will apply knowledge of the critical elements of non-locomotor skills to execute non-locomotor activities such as the Human Knot, Caterpillar, Group Balance during selected class sessions.</p> |
| <p><b>Locomotor</b><br/> <b>K.MS.04.02</b> Apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.</p>  | <p>Obstacle Course</p> <p>Crows and Cranes</p> | <p>Student will apply knowledge of selected movement concepts while executing combinations of various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) while completing an obstacle course during 2 of 3 trials.</p> <p>Student will apply knowledge of selected movement concepts while executing various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of Crows and Cranes without collision with others during 2 of 3 trials.</p>  |

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| <p><b>Manipulative</b><br/> <b>K.MS.04.03</b> Apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>K.MS.04.04</b> apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.</p> | <p>Football<br/>Softball</p> <p>Softball<br/>Volleyball<br/>Football</p> | <p>Student will apply knowledge of selected critical elements of movement concepts while executing an overhand throw (TA Form) using a nerf football to a partner 20 feet away 4 of 5 trials.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while executing an underhand throw (TA Form) using a gator ball to a partner 20 feet away during 4 of 5 trials.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while executing an underhand roll (TA Form) to a partner 30 feet away during 4 of 5 trials.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while dribbling a soccer ball (TA Form) through a maze of cones set 3 feet apart to complete a 30 foot challenge two of three times.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while executing overhead and below the waist catches (TA Form) while working with a partner 15 feet away 4 of five times.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while executing an underhand serve (TA Form) while standing 20</p> |
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|   |  | <p>feet from a net 4 of five times.</p> <p>Student will apply knowledge of selected critical elements of movement concepts while executing a stationary kick off a “T” (TA Form) 20 feet 4 of five times.</p>  |
| <p><b>Aquatics</b></p> <p><b>K.AQ.04.01</b> Describe the critical elements of selected aquatic skills: front float, back float, glide, and recovery.</p> <p><b>K.AQ.04.02</b> Describe critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).</p> <p><b>K.AQ.04.04</b> Describe critical elements of basic aquatic safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don’t Go</i>, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).</p> <p><b>K.AQ.04.05</b> Describe all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).</p> <p><b>K.AQ.04.06</b> Describe all critical elements of how to use the knowledge of how to get help.</p> | <p>Front Float<br/>Back Float<br/>Glides</p> <p>Water Entry</p> <p>Class Discussion</p> <p>Jackets</p> <p>Class Discussion</p> | <p>When randomly called on by the instructor, student will identify the critical elements of the front and back floats and glide during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the critical elements of safe water entry during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the critical elements of basic aquatic safety rules during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the critical elements associated with putting on and removing a life jacket during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the steps necessary to summon assistance during emergencies during selected class sessions.</p> |
| <b>Outdoor Pursuits</b>   | Class Discussion   | When randomly called on by   |

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| <p><b>K.OP.04.01</b> Distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings</p> <p><b>K.OP.04.03</b> Describe the function of clothing and equipment associated with selected outdoor pursuits.</p> <p><b>K.OP.04.04</b> Identify selected safety features of outdoor pursuits.</p>            | <p>Class Discussion</p> <p>Discussion</p>       | <p>the instructor, student will identify the critical elements of Leave No Trace during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the function of protective clothing while participating in outdoor activities during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the function of safety equipment including sun block when participating in outdoor activities during selected class sessions.</p> |
| <p><b>Target Games</b><br/><b>K.TG.04.01</b> Identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.</p>   | <p>Cooperative Games</p>                        | <p>Student will distinguish among distances and position while executing underhand bean bag toss to a target from varying distances to accumulate points for a team on selected class days.</p> <p>Student will distinguish among distances and position of pins to roll a playground ball to strike varying configured pins during 4 of 5 trials.</p>   |
| <p><b>Invasion Games</b><br/><b>K.IG.04.01</b> identify selected elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during</p> | <p>Basketball<br/>Floor Hockey<br/>Football</p> | <p>During two on two basketball or floor hockey games, student will identify the tactical position necessary to demonstrate the capacity to move to an open area to receive a pass from a teammate on 2 of 3 trials.</p> <p>Student will distinguish among gamelike situations to determine while to center a</p>  |



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| modified invasion games (e.g., small-sided games, such as 2 vs. 2).  |                        | football to a teammate during class drills during 2 of 3 trials.  |
| <b>Net/Wall Games</b><br><b>K.NG.04.01</b> Identify selected tactical problems (e.g., maintaining a rally), setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.   | Volleyball             | Student will determine appropriate body position to execute successive forearm passes (TA Form) during a Keep It UP volleyball drill to sustain ball movement in the drill during 4 of 5 trials.  |
| <b>Striking/Fielding Games</b><br><b>K.SG.04.01</b> Identify selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4). | Softball               | Student will determine appropriate body position to successfully execute a below the waist catch, step on base and throw while working with a partner rolling a ball to various locations during 4 of 5 trials.   |
| <b>Rhythmic Activity</b><br><b>K.RA.04.01</b> Create a repeating rhythmic sequence by combining a variety of mature movement skills.   | Jump Rope<br>Tinikling | Student will distinguish among various jumping, hopping, leaping and stunts to create a rhythmic sequence during selected class periods<br><br>Student will distinguish among various jumping, hopping, turning and stunts to create a rhythmic sequence during selected class periods. |
| <b>Participation</b><br><b>Inside/Outside Physical Education</b><br><b>K.PA.04.01</b> Identify and participate in new physical activities.   | Fitness Calendar       | Student will complete a fitness calendar assignment that will include a list of activities in school and the community.   |
| <b>Health-Related Fitness</b><br><b>K.HR.04.02</b> Understand the criterion-referenced cardiorespiratory health-related fitness standards for  | PACER                  | When randomly called on by the instructor, students will explain the levels of the PACER listed on the FitnessGram Chart.   |

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| <p>age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.HR.04.03</b> Understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p><b>K.HR.04.04</b> Understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p><b>K.HR.04.05</b> understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> | <p>Curl-ups<br/>Push-ups</p> <p>Sit and Reach</p> <p>Height<br/>Weight<br/>Body Mass Index</p> | <p>When randomly called on by the instructor, students will explain the levels of the Curl-up and Push-up listed on the FitnessGram Chart.</p> <p>When randomly called on by the instructor, students will explain the levels of the Flexibility listed on the FitnessGram Chart.</p> <p>When randomly called on by the instructor, students will explain the levels of the Body Mass Index listed on the FitnessGram Chart</p> |
| <p><b>Physical Activity and Nutrition</b></p> <p><b>K.AN.04.01</b> Describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p>   | <p>Class Discussion</p>  | <p>Student will identify the basic food groups illustrated on the MyPyramid food chart when randomly called on by the instructor.</p> <p>Student will describe the impact of consuming various food items and the participation in regular physical activity on the efficient function of the body when randomly called on by the instructor.</p>   |

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| <p><b>K.AN.04.02</b> Understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p> <p><b>K.AN.04.03</b> Explain how supporting body weight, while participating in activities, improves physical fitness.</p> <p><b>K.AN.04.04</b> Explain how non-manipulative activities promote healthy joint flexibility.</p> | <p>Class Discussion</p> <p>Class Discussion</p> <p>Class Discussion</p>                               | <p>Student will palpate the carotid artery to determine pulse count (six seconds plus zero) after participating in selected activities.</p> <p>Student will explain the concept of target heart rate zones when randomly called on by the instructor.</p> <p>When randomly called on by the instructor, student will explain how the capacity to support body weight enhances participation in physical activity.</p> <p>When randomly called on by the instructor, student will explain how maintaining flexibility enhances participation in physical activity.</p> |
| <p><b>Personal Social Behaviors</b><br/><b>K.PS.04.01</b> Describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p> <p><b>K.PS.04.02</b> Describe key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p>  | <p>Class and School Rules<br/>Class Discussion</p> <p>Class and School Rules<br/>Class Discussion</p> | <p>When randomly called upon by the instructor, student will give examples of responsibility, best effort, cooperation, and compassion that occur during physical activity.</p> <p>When randomly called upon by the instructor, student will give examples of constructive competition, initiative, and leadership that occur during physical activity.</p>   |
| <p><b>Regular Participation</b><br/><b>K.RP.04.01</b> Identify positive feelings associated with regular participation in physical activities in isolated settings.</p>   | <p>Class Discussion</p>   | <p>When randomly called upon by the instructor, student will give examples of positive feeling that may occur during physical activity.</p>   |

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| <p><b>K.RP.04.02</b> Understand the need to practice skills for which improvement is needed in isolated settings.</p>   | <p>Class Discussion</p>   | <p>When randomly called upon by the instructor, the student will explain the relationship between practice and the improvement of motor skills that occurs during physical activity.</p>   |
| <p><b>Social Benefits</b><br/><b>K.SB.04.01</b> Identify benefits of social interaction as part of participation in physical activities in isolated settings.</p>   | <p>Class Discussion</p>   | <p>When randomly called upon by the instructor, the student will explain the benefit of social interaction that may occur during physical activity.</p>  |
| <p><b>Individual Differences</b><br/><b>K.ID.04.01</b> Identify emotions related to how individuals feel while participating in physical activity in isolated settings.</p> <p><b>K.ID.04.02</b> Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p><b>K.ID.04.03</b> Choose to participate with students of varying skill and fitness levels in isolated settings.</p> | <p>Fitness Calendar</p> <p>Class Discussion</p> <p>Class Discussion</p> | <p>Student will track physical activity participation and note who was present for a three week period.</p> <p>When randomly called on by the instructor, student will cite differences between media images and personal performance.</p> <p>When randomly called upon by the instructor, the student will explain why it is important to participate with students of varying skill and fitness levels</p> |
| <p><b>Feelings</b><br/><b>K.FE.04.01</b> Identify positive feelings associated with regular participation in physical activities.</p>   | <p>Class Discussion</p>   | <p>When randomly called upon by the instructor, the student will identify emotions felt during participation in physical activities.</p>   |
| <p><b>Strand 3- Grade Level Content Expectation Fitness and Physical Activity</b></p>   | <p><b>Content</b></p>   | <p><b>Objective</b></p>  |
| <p><b>Participation During Physical Education</b></p>   | <p>Health-Related Fitness Stations</p>                                  | <p>Student will track the number of steps taken using a</p>  |

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| <p><b>A.PE.04.01</b> participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.</p>   | <p>Cooperative Games<br/>Volleyball<br/>Basketball<br/>Floor Hockey<br/>Track and Field<br/>Soccer<br/>Line Dance<br/>Football<br/>Jump Rope<br/>Tumbling<br/>Softball<br/>Rhythmic Activities</p> | <p>pedometer during selected class periods.</p> <p>Student will monitor intensity of participation by palpating the carotid and determining physiological effort when directed to do so by the instructor during selected class sessions.</p> |
| <p><b>Participation Outside of Physical Education</b><br/><b>A.PA.04.01</b> Participate in physical activities that are moderate in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 60% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.</p> | <p>Fitness Calendar</p>  | <p>Student will track participation in physical activity outside class on a fitness calendar during selected weeks of the school year.</p>  |
| <p><b>Health-Related Fitness</b><br/><b>A.HR.04.02</b> Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle</p>   | <p>PACER</p>   | <p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p>  |

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| <p>Test).</p> <p><b>A.HR.04.03</b> Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p><b>A.HR.04.04</b> Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p><b>A.HR.04.05</b> Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> | <p>Curl-up</p> <p>Push-up</p> <p>Sit and Reach</p> <p>Body Mass Index</p> | <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p> |
| <p><b>Physical Activity and Nutrition</b></p> <p><b>A.AN.04.01</b> Describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p><b>A.AN.04.02</b> Support body weight while participating in</p>  | <p>Class Discussion</p> <p>Health-Related Fitness Stations</p>            | <p>Student will identify the basic food groups illustrated on the MyPyramid food chart when randomly called on by the instructor.</p> <p>Student will describe the impact of consuming various food items and the participation in regular physical activity on the efficient function of the body when randomly called on by the instructor.</p> <p>Student will execute curl-ups, planks, push-ups, isometric</p>   |

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| <p>activities that improve physical fitness.</p> <p><b>A.AN.04.03</b> Participate in non-locomotor activities that promote healthy joint flexibility.</p> <p><b>A.AN.04.04</b> Utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.</p> | <p>Health-Related Fitness Stations</p> <p>Health-Related Fitness Stations</p> | <p>exercises during selected class activities.</p> <p>Student will execute flexibility exercises to improve personal levels of flexibility during selected class activities.</p> <p>Student will palpate the carotid artery to determine pulse count (six seconds plus zero) after participating in selected activities.</p> <p>Student will explain the concept of target heart rate zones when randomly called on by the instructor.</p> |
| <p><b>Strand 4- Grade Level Content Expectation Personal Social Behaviors and Values</b></p>   | <p><b>Content</b></p>   | <p><b>Objective</b></p>  |
| <p><b>Feedback</b></p> <p><b>B.FB.04.01</b> Use limited feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.</p>   | <p>Teacher- Peer Interactions</p>   | <p>Student will use cues offered by the teachers and peers to modify the quality of performance during physical education classes.</p>   |
| <p><b>Personal/Social Behaviors</b></p> <p><b>B.PS.04.01</b> Exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.</p> <p><b>B.PS.04.02</b> Exhibit</p>  | <p>Class Rules</p> <p>Class Rules</p>   | <p>Student will demonstrate responsibility, best effort, cooperation and compassion as outlined and posted in the class rules during each session.</p> <p>Student will demonstrate</p>   |

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| appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.  |  | constructive competitiveness, initiative and leadership as outlined and posted in the class rules during each session.  |
| <p><b>Regular Participation</b></p> <p><b>B.RP.04.01</b> Identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p><b>B.RP.04.02</b> Choose to regularly practice skills for which improvement is needed in isolated settings.</p>   | <p>Class Discussion</p> <p>Class Participation</p> | <p>When randomly called on by the instructor, the student will identify positive feelings associated regular participation in physical activities.</p> <p>Student will demonstrate responsibility by practicing during the time allocated for this purpose during class sessions.</p> |
| <p><b>Social Benefits</b></p> <p><b>B.SB.04.01</b> Identify benefits of social interaction as part of participation in physical activities in isolated settings.</p>  | Class Discussion                                   | When randomly called on by the instructor, student will identify the benefits of social interaction as part of participation in physical activities   |
| <p><b>Individual Differences</b></p> <p><b>B.ID.04.01</b> Participate with students of varying skill and fitness levels in isolated settings.</p> <p><b>B.ID.04.02</b> Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.</p> | <p>Fitness Calendar</p> <p>Class Discussion</p>    | <p>Student will track physical activity participation and note who was present for a three week period.</p> <p>When randomly called on by the instructor, student will cite differences between media images and personal performance.</p>  |
| <b>Feelings</b>   |  |   |



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| <b>B.FE.04.01</b> Identify positive feelings associated with regular participation in physical activities in isolated settings. | Class Discussion | When randomly called upon by the instructor, the student will identify emotions felt during participation in physical activities. |
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### Assessment Plan

Students enrolled in grades three through five will not be graded using the traditional methods that result in one letter grade. Their progress toward the attainment of the physical skills, fitness levels, knowledge and personal social behavior that will prepare them to pursue healthy, active lifestyles will be documented through progress reports. Time prevents extensive assessment in the elementary schools. Thus, selected indicators of performance will be reported to inform students and parents of the accomplishments that occur in the gymnasium. Progress reports will be prepared twice a year using two software packages: Tri-Fit for physical fitness and PE Manager for physical skills, knowledge and personal social behavior. Rubrics based on the process by which students perform skills will be used to indicate student performance.

The fitness assessment will take place in fall and late spring using the protocols from the FitnessGram Test Battery. Items on the assessment battery include: PACER Test (a progressively timed shuttle walk/run to measure cardio-vascular endurance); Curl-ups (abdominal strength); Push-ups (upper body strength); Back Saver Sit and Reach (trunk extant flexibility) and Body Mass Index (based on the height and weight of the child). The Tri-Fit software package allows teachers to prepare reports that indicate the parameters of the child's performance compared to national norms developed by the Cooper's Aerobic Institute. The performance measures reported will indicate whether the child is in the healthy fitness zone, achieving beyond or below the healthy fitness zone. The tests are explained in the print-outs sent home to the parents and recommendations are made based on the fitness levels accomplished. This data is provided as information, only and will not be graded or compared to other students in any local classes. Group data will be used by teachers and administrators to adjust the curriculum to better serve the needs of the students.

Selected physical skills, knowledge and personal social behavior will be reported using rubrics that focus on the process of performance. Each skill included has been task analyzed and performance of the student will be compared to the items on the rubric. For example, an underhand throw will be assessed by the teacher who will observe and report whether the child transfers weight, uses a pendulum swing, releases an object between the knees and waist during delivery and follow through occurs toward the target. Cognitive performance will be reported by the indication that worksheets, calendars, etc. are submitted to specification. Personal social behavior will be reported by noting the child's adherence to class rules. The following will be assessed in either the first or second semester:

4<sup>th</sup> Grade

Health-Related Fitness-  
Cooperative Games-  
Volleyball-

Tri-Fit Report  
Participation  
Forearm Pass

Basketball-  
Floor Hockey-  
Track and Field-  
Soccer-  
Rhythmic Activity/Line Dance  
Football-  
Jump Rope-  
Tumbling-  
Softball-  
Rhythmic Activities

Chest Pass  
Dribbling  
Standing Long Jump  
Trapping  
Keeping time with a line dance  
Kicking from a T  
Backward Rope Jump- Stationary  
Backward Roll  
Hitting from a T  
See above