

CURRICULUM MAP

Subject: Physical Education/ Health	2009	Grade Level 4th and 5th
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The 4th grade will work on mastering the concepts and skills. The 5th grade will work on incorporating the skills in activities geared to get them ready for the 5-8 standards and benchmarks.

ESSENTIAL QUESTIONS: What classroom and playground rules do the students need to know in order to play cooperatively together with sportsmanship? What movement concepts do the students need to review in order to play safely and successfully? What do the students need to know and practice in order to handle disputes on the playground? What do the students need to know (ACT) in order to stop bullying? How should the students treat the equipment used in P.E. and recess?

9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I = Introduce R= Review AND Extend M = Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1	<p>Standard 4 - PE</p> <p>Achieves and maintains a health-enhancing level of physical fitness. 5th a,b,d.</p> <p>4th a,d,e</p> <p>Standard 1 - PE</p> <p>Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a,b. 4th a,c.</p> <p>Standard 4 - PE</p> <p>Acheives and maintains a health-enhancing level of physical fitness. 5th a,b,c 4th a,b</p> <p>Standard 5 - PE</p> <p>Demonstrates responsible personal and social behavior in physical activity settings. 5th a,b,c,d. 4th a,b,c</p>	<p>Safety- Appropriate personal conduct in physical activity.</p> <p>Learning classroom rules and procedures.</p> <p>Movement Concepts – running, skipping, movement patterns.</p> <p>Putting knowledge of movement into various game situations.</p> <p>Stretching with Proper technique and knowledge of major muscles groups.</p> <p>Recreational Games- Recess Rules</p> <p>Safety in participation of PE</p> <p>Appropriate behavior in activity</p> <p>Sportsmanship</p>	<p>Movement games to practice signals and procedures.</p> <p>Movement games to practice.</p> <p>Student demonstration and naming verbal cues and muscles</p> <p>Tetherball, 4 square, flag football</p>	<p>Timing students</p> <p>Skills tests and verbal cues</p> <p>Student demonstration of proper technique and naming the muscles</p> <p>Verbally answer questions and demonstrate knowledge of waiting lines and rotations.</p>	<p>Cones for setting up play areas. Foam balls for tag games. Vests for various tag games.</p> <p>Cones for setting up skills tests</p> <p>Open space for stretching</p> <p>Footballs, Cones, flag football belts, tetherballs and poles, 4 square balls and squares painted.</p>

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1	<p>Standard 7 - PE</p> <p>Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. 5th a,b,c,d 4th a,b,c,d.</p> <p>Standard 2 - PE</p> <p>Applies movement concepts and principles to the learning and development of motor skills. 5th a,b,c 4th a,b,c</p> <p>Standard 3 - PE</p> <p>Exhibits knowledge and ability to participate in a physically active lifestyle. 5th a, 4th a.</p>	<p>Love to be active – Pick an activity at recess and enjoy it.</p> <p>Able to strike the ball in the air with the hands or after a bounce.</p> <p>Be able to catch a ball while moving through space.</p> <p>Be able to catch a ball while moving through space.</p>	<p>Tetherball, flag football, tag games, 4 square</p> <p>Same as above</p> <p>Flag Football</p>	<p>All kids active at recess. Tests students on rules.</p> <p>Assess whether students can strike a ball in tetherball without touching rope, or hitting the pole.</p> <p>Student demonstration on striking the ball off the bounce and able to land in the designated area.</p>	<p>Same as above</p> <p>Same as above</p>

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1	<p>Standard 1 - PE</p> <p>Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a,b,c 4th a,b,c</p>	<p>Offense and Defense</p> <p>Body movement through space</p> <p>Using complex movement in situations</p> <p>Using specialized movement – Throwing and catching</p>	<p>Ultimate ball/Frisbee</p> <p>Frisbee drills, throwing and catching drills.</p> <p>Modified games Ex: 3 on 3 frisbee</p>	<p>Student Demonstration</p> <p>Verbally able to explain what offense and defense is.</p> <p>St. demonstration – catching a Frisbee/ball while in motion.</p> <p>Demonstrate catching and throwing a ball.</p>	<p>Frisbees, Foam balls, cones</p>
	<p>Standard 3 - PE</p> <p>Exhibits knowledge and ability to participate in a physically active lifestyle. 5th a 4th a</p>	<p>Learning new games for enjoyment</p>	<p>Same as above</p>		
	<p>Standard 5 - PE</p> <p>Demonstrates responsible personal and social behavior in physical activity settings. 5th a,b,c,d, 4th a-b</p>	<p>Team cooperation and sportsmanship</p>	<p>Same as above</p>	<p>Student demonstrate the ability to work the ball as a team toward their in zone to score a goal</p>	<p>Same as above</p>

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ESSENTIAL QUESTIONS: What activities can the students engage in, in order to apply the movement skills reviewed in the first 9 weeks? How can the students further work on and apply the concepts of sportsmanship and teamwork?

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2	<p>Standard 7 - Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. 5th all, 4th all</p> <p>Standard 1 - Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a , 4th a,b,c,</p> <p>Standard 2 - Applies movement concepts and principles to the learning and development of motor skills. 4th and 5th all</p> <p>Standard 5 - Demonstrates responsible personal and social behavior in physical activity settings 4th and 5th all</p> <p>Standard 6 - Demonstrates understanding and respect for differences among people in physical activity settings. 5th b, 4th</p>	<p>Relays – Concepts and participation Ability to apply different movements into new situations. Teamwork Sportsmanship</p> <p>Jumping skills/landing skills Jumping over obstacles Jumping ropes</p> <p>Heart Health – Cardiovascular health in prevention of disease such as heart attack, high blood pressure, diabetes.</p>	<p>Various Relays requiring different movements.</p> <p>Jumping rope- Single rope, partner jumps, long ropes, relay races</p> <p>Small group discussion – Students talk about family members who have health problems.</p>	<p>Student demonstration of knowledge on how to participate in relays.</p> <p>Demonstration of variety of techniques taught. Ex: bounce, no bounce, crossovers etc.</p>	<p>Various pieces of PE equipment for relays, open space, cones, hoops etc.</p> <p>Jump ropes for each student Long ropes Cones Space for jumping</p>

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2	<p>Standard 5 - PE Demonstrates responsible personal and social behavior in physical activity settings. 5th a.b.d. 4th all</p> <p>Standard 7 - PE Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. 5th all, 4th all</p> <p>Standard 1 - PE Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a,b 4th a</p>	<p>Responsible personal space with equipment.</p> <p>Correct Running Form and Cardiovascular fitness.</p> <p>Arm form</p> <p>Knee over toes</p> <p>Breathing</p> <p>Pulse check – Target heart rate zone</p> <p>Aerobic fitness- definition</p> <p>Exercise 1 hour a day</p>	<p>All students will have their own rope and be responsible for getting their own space for activity when told to spread out. All students active at once doing various jumps.</p> <p>Jogging laps, Running the mile, demonstrating proper form for arms, legs, breathing and be able to verbally name the learning cues for each.</p> <p>Practice in finding radial pulse and counting pulse before and after running. Verbalize knowledge of hrt. Rate zone (130-170) for aerobic fitness.</p>	<p>Students will count their pulse and determine if they are in their target hrt. Rate zone for health benefits.</p>	<p>Ropes and open space</p> <p>Large open area that is marked off for the mile.</p>

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ESSENTIAL QUESTIONS: How can the students use the concept of heart rate to assess their physical activity? Are they being heart healthy? What do students need to know in order to make good choices about what they drink? What specific skills do the students need to know in order to become better runners? What basic skills do the students need to know in order to become better basketball players – for beginners and for refining experienced players?

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2 & 3	<p>Standard 6 - PE Demonstrates understanding and respect for differences among people in physical activity settings. 5th All , 4th all</p> <p>Standard 1 - PE Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a,b, 4th a,b,c</p> <p>Standard 2 - PE Applies movement concepts and principles to the learning and development of motor skills. 5th all 4th all</p> <p>Standard 5 - PE Demonstrates responsible personal and social behavior in physical activity settings. 5th all 4th a,b,</p>	<p>The running unit finishes up the 2nd nine weeks and starts the 3rd nine weeks.</p> <p>Health Unit – Healthy drink choices Water, small amounts of 100% juice, calcium source.</p> <p>Basketball – Dribbling, passing, ball handling, shooting, triple threat. Offense, Defense, Team play, sportsmanship, Rules.</p>	<p>Group discussion on what they drink. Visual aids on drinks</p> <p>Drills, Modified games, relays, ball handling drills, full court games.</p>	<p>Student demonstration of knowledge of skills by verbal and physical demonstration. Knowing verbal learning cues and demonstration of those cues.</p>	<p>30z cup of sugar, 16 oz. coke, apple, pressed juice in clear cup, filtered juice in clear cup, boxed 100% juice.</p> <p>Basketball – 1 per each pair of students, basketball courts, vests for games.</p>

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ESSENTIAL QUESTIONS: What concepts in sportsmanship and teamwork need to be reviewed in order to prepare the students for field day? What relay race procedures need to be reviewed, discussed, and practiced in order for the students to participate successfully in field day? What activity stations need to be taught in order for the students to be familiar with field day activities? How should the students treat the equipment used in field day?

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4	<p>Standard 7 - Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. 5th all, 4th all</p> <p>Standard 1 - Demonstrates competency in many movement forms and proficiency in a few movement forms. 5th a , 4th a,b,c,</p> <p>Standard 2 - Applies movement concepts and principles to the learning and development of motor skills. 4th and 5th all</p> <p>Standard 5 - Demonstrates responsible personal and social behavior in physical activity settings 4th and 5th all</p> <p>Standard 6 - Demonstrates understanding and respect for differences among people in physical activity settings. 5th b, 4th</p>	<p>Continued from page 6</p> <p>Prep for Field Day</p> <ul style="list-style-type: none"> -Knowledge of what relays are and how to participate -Team and partner cooperation -Sportsmanship -Creativity and problem solving -working with disabled students 	<p>Cooperative Relays and Games</p>	<p>Student demonstration of the ability to sit down after the last person comes in and sit down and hold up what place their team came in.</p>	<p>Continued from page 6</p> <p>Various sport equipment to match the relays decided upon.</p> <p>Big open space to prepare field Day events.</p> <p>Book – “Field Day Survival guide” for ideas on how to organize and ideas for different events.</p>

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4	Standard 7 - Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. 5 th all, 4 th all	Continued from p, 7	Continued from p.7	Continued from p.7	Continued from p.7