



The School District of Lee County
Fort Myers, Florida 33966
2855 Colonial Blvd.

Phone: (239) 334-1102
TTD/TTY: (239) 335-1512
Vision: To Be a World-Class School System

Academic Plan

Curriculum and Staff Development Center

Course:	PE - 4th Grade - 50150104
Textbook:	
School Year:	2013 - 2014
Revision Date:	Aug 16 2010 2:49PM
Print Date:	Thursday, September 05, 2013 2:11:12 PM

Quarterly Guides

Quarter – 1 Guide	Quarter – 2 Guide
<ul style="list-style-type: none"> 1 - Safety Rules and Class Procedures 2 - Cooperation and Sportsmanship 3 - Health Related Physical Fitness 4 - District Required FitnessGram Assessment 5 - Locomotor/Non-Locomotor Skills 6 - Skill improvement through practicing in individual, partner or group activities 7 - Benefits of physical activities through skill competency 	<ul style="list-style-type: none"> 1 - Health Related Fitness 2 - Developing Personal Fitness Plans 3 - Manipulative Skills 4 - Implementation of Game Strategies 5 - Offensive and Defensive Strategies 6 - Creative and Expressive Movement
Quarter – 3 Guide	Quarter – 4 Guide
<ul style="list-style-type: none"> 1 - Health Related Physical Fitness 2 - District Required FitnessGram Assessment 3 - Pedestrian, Bike and Water Safety Education 4 - Team Sports and Games 5 - Movement Evaluation 	<ul style="list-style-type: none"> 1 - Nutrition 2 - Demonstrates movements such as timing, flow, sequencing, and rhythm, in a variety of settings 3 - Manipulative Skills 4 - Health Related Fitness 5 - Use of Technology in Fitness and Physical Education

Academic Plan

Narrative:

Quarter - 1				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 SAFETY RULES AND CLASS PROCEDURES</p> <p>*Understands and practices emergency procedures.</p> <p>*Demonstrates the correct use of physical education equipment.</p> <p>*Understands rules, consequences, and fair play and how they interact with in a game setting. *Understands the importance of following directions.</p> <p>*Understands the importance of keeping their hands and feet to themselves for safety.</p> <p>*Recognizes spacial awareness and ones own personal space.</p>	<p>Attire; cooperation; Hydration; respect; Sportsmanship; Sunscreen; Team Work;</p>	<p>PE.4.C.1.2 Understands the importance of safety;</p> <p>PE.4.C.1.4 Sun Safety;</p> <p>PE.4.C.1.5 Warm-up and cool-down techniques; PE.4.L.2.5 Technology uses in physical fitness; PE.4.R.1.1 Recognize individual differences;</p> <p>PE.4.R.1.2 Encourage others and refrain from put-down statements; PE.4.R.1.3 Demonstrates respect and caring with verbal and non-verbal encouragement and assistance;</p> <p>PE.4.L.2.4 Participate informal and informal physical fitness assessment;</p>		<p>Teacher created assessments and student observation.</p>
<p>2 COOPERATION AND SPORTSMANSHIP</p> <p>*Participates in cooperative/ team-building games that can include and not limited to</p>	<p>balance; Dribble; Hopping; Kicking; Opposition; pass; sequence; Striking; Throwing;</p>	<p>PE.4.M.1.1 Movement concepts and locomotor skills;</p> <p>PE.4.M.1.2 Strike a moving object using body parts while stationary position; PE.4.M.1.5 Dribble and pass to a moving</p>		<p>Teacher created assessments and student observation.</p>

<p>dodging, fleeing, and chasing. *Improves skill level through practicing in individual, partner or group activities.</p>		<p>partner; PE.4.M.1.7 Move in different directions to catch a variety of objects; PE.4.M.1.8 Throw balls overhand to a stationary partner; PE.4.M.1.12 Hurdle low to medium level obstacles.; PE.4.M.1.9 Perform a teacher-designed sequence with or without manipulatives;</p>		
<p>3 HEALTH RELATED PHYSICAL FITNESS *Explain and perform the different components of health related fitness such as muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance. *Performs the fitnessgram health-related physical fitness assessment.</p>	<p>Cardiovascular; Endurance; Enjoyment; exercise; flexibility; Improvement; Positivity; routine; strength;</p>	<p>PE.4.R.2.1 Physical activity for group interaction; PE.4.R.2.2 Practice skills in order to improve; PE.4.R.2.3 Skills competence and enjoyment of physical activity;</p>	<hr/>	<p>Fitnessgram Pre-Test and Self-Assessment</p> <hr/>
<p>4 DISTRICT REQUIRED FITNESSGRAM ASSESSMENTS *Practice the proper ways to do push-ups, curl-ups, sit and reach, and Pacer Test. *Encourage students to practice skills outside of school. *Perform Physical</p>	<p>Assessment; fitness; goal;</p>	<p>PE.4.L.1.1 MVPA; PE.4.L.1.2 Physical activities during and after the school day; PE.4.L.1.5 Self Assessment of physical activity; PE.4.L.2.4 Participate informal and informal physical fitness assessment; PE.4.L.2.8 Improving physical fitness;</p>	<hr/>	<p>Teacher created assessments and student observation.</p> <hr/>

Fitness pre-test				
<p>5 LOCOMOTOR AND NON-LOCOMOTOR SKILLS</p> <p>*Successfully performs a walk, run, hop, jump, skip, gallop, and slide. *Bends, twists, sways and swings a variety of body parts and/or entire body in a variety of movement activities.</p>	<p>bend; Gallop; hop; jump; run; skip; slide; sway; swing; twist; walk;</p>	<p>PE.4.C.1.1 Understand the importance of purposeful movement; PE.4.M.1.1 Movement concepts and locomotor skills;</p>	<p>_____</p> <p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>
<p>6 SKILL IMPROVEMNET THROUGH PRACTICING IN INDIVIDUAL, PARTNER,OR GROUP ACTIVITIES *</p> <p>Assesses skill/s of a partner using a avriety of methods.</p> <p>*Provides appropriate feedback to partner.</p> <p>*Uses self-assessment techniques to improve skill.</p> <p>*Uses appropriate skill cues to assess and improve skill.</p>	<p>analyze; assess; Feedback;</p>	<p>PE.4.R.1.1 Recognize individual differences; PE.4.R.2.1 Physical activity for group interaction; PE.4.R.2.2 Practice skills in order to improve;</p>	<p>_____</p> <p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>
<p>7 BENEFITS OF PHYSICAL ACTIVITIES THROUGH SKILL COMPETENCY *Uses</p> <p>repetition of skill for improvement. *Practices skill using/developing a mature pattern.</p> <p>*Understands the health</p>	<p>assess; correct; Improvement; practice; repetitive;</p>	<p>PE.4.R.2.3 Skills competence and enjoyment of physical activity;</p>	<p>_____</p> <p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>

benefits of physical activity.				
--------------------------------	--	--	--	--

Academic Plan

Narrative:

Quarter - 2				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 HEALTH RELATED PHYSICAL FITNESS *Describe body types, healthy eating habits, proper foods, and appropriate body composition for their age group, gender, and physical activity level. *Discuss how body composition can effect self-esteem, energy level, and coronary health.</p>	<p>Body Composition; Calorie; fat; food pyramid; muscle;</p>	<p>PE.4.L.1.3 Lifestyle behavior to increase physical activity; PE.4.L.1.2 Physical activities during and after the school day;</p>	<hr/>	<p>Teacher created assessments and student observation.</p> <hr/>
<p>2 DEVELOPING PERSONAL FITNESS PLANS *Sets personal goals to demonstrate improvement health related physical fitness. *Chooses a variety of activities that will aid in meeting personal fitness goals *Uses the personal fitness plan weekly both at school and beyond school hours to improve personal fitness.</p>	<p>Aerobic; Anaerobic; Breathing; Frequency; Heart rate; Intensity; Muscle strength, endurance; Nutrition label; Personal goals; Serving Size; stamina; Target Heart Rate,; technique; time;</p>	<p>PE.4.L.2.10 Healthy body composition; PE.4.L.2.11 Improving physical fitness components; PE.4.L.2.12 Fitness goals; PE.4.L.2.4 Participate informal and informal physical fitness assessment; PE.4.L.2.6 Principles of physical fitness (frequency, intensity, time); PE.4.L.2.8 Improving physical fitness; PE.4.L.2.1 Muscle Identification in stretching exercises; PE.4.L.2.2 Activities for each component of physical fitness; PE.4.L.2.3 Recognize</p>	<hr/>	<p>Teacher created assessments and student observation.</p> <hr/>

		physiological responses to exercise; PE.4.L.2.7 Stretching increases flexibility and reduce the chance of injury; PE.4.L.2.9 Adequate flexibility prevents injury;		
<p>3 MANIPULATIVE SKILLS *Participates in activities using throwing, catching, volleying, kicking, dribbling, and stiking with an implement. * Develop a mature pattern for the manipulative skills. *Assess skill level and uses strategies to improve the skill *Provides appropriate skill cues as feedback to a partner.</p>	<p>Catching; Dribbling; Kicking; Striking; Throwing;</p>	<p>PE.4.M.1.5 Dribble and pass to a moving partner; PE.4.M.1.7 Move in different directions to catch a variety of objects; PE.4.M.1.8 Throw balls overhand to a stationary partner;</p>		<p>Teacher created assessments and student observation.</p>
<p>4 IMPLEMENTATION OF GAME STRATEGIES *Develops strategies to have a positive outcome while participating in the activity/game. * Develops and uses both offensive and defensive strategies while participating as an individual and as a team member. *Listens to team members ideas/plans for team</p>	<p>Blocking; Daily; Defense; Offense; Passing; recreation; Scoring; Shooting;</p>	<p>PE.4.R.2.1 Physical activity for group interaction; PE.4.R.2.3 Skills competence and enjoyment of physical activity; PE.4.C.1.6 Offensive and defensive tactics used in invasion and net activities;</p>		<p>Teacher created assessments and student observation.</p>

<p>based strategies. *Participates as a team member.</p>				
<p>5 OFFENSIVE AND DEFENSIVE STRATEGIES *Uses a variety of game strategies. *Participates as a team member to achieve a common goal. *Acts as both an offensive player and defensive player while participating in a variety of activities.</p>	<p>Defense; invasion; Offense; strike;</p>	<p>PE.4.C.1.6 Offensive and defensive tactics used in invasion and net activities;</p>		<p>Teacher created assessments and student observation.</p>
<p>6 CREATIVE AND EXPRESSIVE MOVEMENT *Use body and movement as a means of expression. *Participate in two teacher led dances. *Create a variety of movement sequences to music. *Perform a self-designed gymnastics sequence.</p>	<p>balance; dance; rhythm; roll; sequence;</p>	<p>PE.4.C.1.1 Understand the importance of purposeful movement; PE.4.M.1.10 Perform two or more dances accurately; PE.4.M.1.11 Perform a self-designed gymnastics sequence; PE.4.M.1.9 Perform a teacher-designed sequence with or without manipulatives; PE.4.R.2.1 Physical activity for group interaction;</p>		<p>Teacher created assessments and observations of students</p>

Academic Plan

Narrative:

Quarter - 3				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 HEALTH RELATED PHYSICAL FITNESS *Discusses the importance of pre/post fitness assessments.</p> <p>*Identifies individual goal achievement, strengths and weakness as idetermined by the post-test scores of Fitnessgram.</p> <p>*Assesses personal fitness goals.</p>	goal; health; MVPA;	<p>PE.4.L.2.1 Muscle Identification in stretching exercises;</p> <p>PE.4.L.2.11 Improving physical fitness components; PE.4.L.2.2 Activities for each component of physical fitness; PE.4.L.2.6 Principles of physical fitness (frequency, intensity, time);</p> <p>PE.4.C.1.5 Warm-up and cool-down techniques;</p>		Fitnessgram Post-Test and Self-Assessment
<p>2 DISTRICT REQUIRED FITNESSGRAM ASSESSMENTS *Performs the fitnessgram health-related physical fitness assessment.</p>	energy; fitness; goal; health; responsibility;	<p>PE.4.L.2.4 Participate informal and informal physical fitness assessment; PE.4.L.2.8 Improving physical fitness;</p> <p>PE.4.L.1.1 MVPA; PE.4.L.1.2 Physical activities during and after the school day; PE.4.L.1.5 Self Assessment of physical activity;</p>		Teacher created assessments and student observation. Fitnessgram Post-Test
<p>3)BICYCLE, PEDESTRIAN AND WATER SAFETY *Proper technique of riding a bicycle, proper use of all equipment (bike, helmet, pads, road rules).</p> <p>*Walking in a crosswalk, reading signs, looking both</p>	Cross Walk; float; helmet; pedestrian; protect; responsibility; safety;	<p>PE.4.L.1.6 Importance of bicycle helmets; PE.4.L.2.1 Muscle Identification in stretching exercises; PE.4.M.1.6 Perform a variety of swim strokes;</p>	Water Safety Program (Corp of Engineers)	

ways). *Rules for all bodies of water (pool, lake, pond, ocean). Proper use of lifesaving devices (PFD, ropes, etc.)				
<p>4 TEAM SPORTS AND GAMES</p> <p>*Practice fundamentals of throwing, catching, kicking, striking, volleying, and use in lead-up and modified games.</p> <p>*Assesses skill of self and or a partner to improve skill level. *Uses appropriate skill cues for improvement of the skill. *Discusses how skill level can effect the enjoyment of a game or sport.</p>	eye contact; Hand/eye coordination;	<p>PE.4.M.1.3 Strike using a forehand pattern with a long handled implement; PE.4.M.1.4 Strike moving and/or stationary objects with long-handled implements;</p>	<p>_____</p> <p>First Tee; USTA Tennis;</p>	Teacher created assessments and student observation. <p>_____</p>
<p>5 MOVEMENT EVALUATION</p> <p>*Compares and contrasts the movement patterns of a variety of skills and sports. *Identify movement patterns that relate to sport skills such as curving, zig zag, straight, forward, backward, sideways and projecting.</p> <p>*Provides peer feedback when assessing a partner's movement pattern. *Uses skill cues and movement cues for improvement.</p>	compare; contrast; evaluation; Feedback;	<p>PE.4.C.1.7 Evaluate personal movement patterns;</p> <p>PE.4.C.1.8 Compare and contrast skills/sports that use similar movement patterns;</p>	<p>_____</p>	Teacher created assessments and student observation. <p>_____</p>

Academic Plan

Narrative:

Quarter - 4				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 NUTRITION *Reads and analyzes a variety of food labels to determine their true caloric value, fat grams, and sugar grams. *Understands appropriate serving size of a variety of foods. *Discusses the key ingredients found on a variety of food labels</p>	<p>Body Composition; Calorie; energy; fat; food pyramid; ingredient; measurement; Nutrition; Serving Size; sugar;</p>	<p>PE.4.L.2.13 ; PE.4.L.1.3 Lifestyle behavior to increase physical activity;</p>		<p>Teacher created assessments and student observation.</p>
<p>2 DEMONSTRATES MOVEMENTS SUCH AS TIMING, FLOW, SEQUENCING, AND RHYTHM IN A VARIETY OF SETTINGS. *Use body and movement as a means of expression. *Interpet and move to different rhythms. *Participate in on teacher led dance. *Create a variety of movement sequences to music. *Perform a teacher and a self designed gymnastic sequence.</p>	<p>balance; Choreography; country; dance; Folk; Hip Hop; improvisation; transition; Tumble;</p>	<p>PE.4.L.2.1 Muscle Identification in stretching exercises; PE.4.C.1.1 Understand the importance of purposeful movement; PE.4.M.1.10 Perform two or more dances accurately; PE.4.M.1.11 Perform a self-designed gymnastics sequence; PE.4.M.1.9 Perform a teacher-designed sequence with or without manipulatives;</p>		<p>Teacher created assessments and student observation.</p>

<p>3 MANIPULATIVE SKILLS *Use manipulative skills in a variety of games and sport lead-up activities. *Stike a variety of objects with short and long handled implements. *Participate as a memeber of a team to accomplish a common goal. *Define what components of health-related physical fitness can be improved by participating in games and sports.</p>	<p>chart; graph; Improvement; Opposition; training;</p>	<p>PE.4.M.1.2 Strike a moving object using body parts while stationary position; PE.4.M.1.3 Strike using a forehand pattern with a long handled implement; PE.4.M.1.4 Strike moving and/or stationary objects with long-handled implements;</p>	<p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>
<p>4 HEALTH AND FITNESS- GOAL ASSESSMENT *Understands how to use fitness data to enhance future performance *Evaluates a plan to reach specific goals</p>	<p>Assessment; evaluate; fitness; goal; Physical Activity; progress;</p>	<p>PE.4.C.1.3 Gather information about performance with technology; PE.4.L.1.4 Use technology to identify participation in physical activities; PE.4.L.1.5 Self Assessment of physical activity; PE.4.L.2.10 Healthy body composition; PE.4.L.2.2 Activities for each component of physical fitness; PE.4.L.2.3 Recognize physiological responses to exercise;</p>	<p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>
<p>5 USE OF TECHNOLOGY IN FITNESS AND PHYSICAL EDUCATION *Uses pedometers, heart rate monitors, and stopwatches</p>	<p>Assessment; data; Heart rate; monitor; pedometer;</p>	<p>PE.4.L.1.4 Use technology to identify participation in physical activities; PE.4.L.2.5 Technology uses in physical fitness;</p>	<p>_____</p>	<p>Teacher created assessments and student observation.</p> <p>_____</p>

<p>to monitor fitness levels. *Uses video/pictures when appropriate to evaluate a skill or movement pattern. *Makes corrective changes to improve skill or fitness level based on data collected. *Completes and analyzes physical activity surveys. *Where appropriate, utilizes the Activitygram computer based program</p>				
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--