

Elkhart Community Schools

Physical Education

CURRICULUM GUIDE

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Physical Education Curriculum Guide

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Steering Committee Members

Elementary Representatives

Tom Cripliver – Administrator

Bruce Klonowski – Administrator

Sue Friesner - Teacher

Judy Johnston – Teacher

Michael Pflugner- Teacher

Kelli Weaver – Teacher

Mr./Mrs. David Henke - Parent

Mr. Danny Hurt – Parent

Secondary Representatives

Tom Firestone – Administrator

Ted Foland – Administrator

Barry Beyer – North Side

Betsy Tepe – North Side

Arvis Dawson – West Side

Trudy Battjes – Central

Marshall Sellers – Central

Janie Boyden – Memorial

Jon Cook – Memorial

Mrs. Kathy Kain – Parent

District Level Administrator

Wayne Stubbs

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Philosophy of Physical Education

We believe

Physical education provides scientifically based opportunities to develop skills, knowledge, and attitudes for all students through fundamental movements, rhythmic, sport, and fitness vigorous exercise and sports. The key is to assist individuals in assuming responsibility for their own health and well being through an active life style.

We believe

A comprehensive physical education should progress from introductory movement skills in the primary grades to advanced skills and in-depth study in high school. Programs should be designed to assist students in the development of their physical, mental, designed and effectively implemented program.

We believe

In a structured physical education program providing Kindergarten through Grade 10 and important and integral part of the educational curriculum. In addition, programs should be taught by physical education specialists.

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PHYSICAL EDUCATION POLICES AND PROCEDURES

CURRENT TIME ALLOTMENT PER WEEK

Elementary: K 20 minutes per week

Elementary: 1-6 40 minutes per week

Middle School:

7-8

One Semester

High School:

Two Semesters Required

Medical Examination Policy

It is require that a student have physical examination before entering kindergarten, seventh grade and ninth grade. Any pertinent information in regard to the student's performance in physical education classes should be made known to the physical education teacher by the school nurse.

Excuse From Participation

Temporary excuses from participation in regular physical education classes should be granted when the reason for the request is of a medical nature and may be granted by the physical education teacher, school nurse, or student's physician.

Insurance

All students will be given an opportunity to enroll in the school insurance plan offered at the beginning of each school year.

First Aid Policy

Each teacher should be aware of Elkhart Community School's policies and procedures concerning illness, accidents, and bloodspills. This information should be obtained through the school nurse.

Accident Reports

Each teacher should be familiar with the Elkhart Community School's procedures and forms that are used for accident reports. A written report (in duplicate) is required for all accidents in class and/or during extra-curricular activities.

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PHYSICAL EDUCATION POLICES AND PROCEDURES cont.

Facilities and Equipment

All equipment and facilities should be examined regularly for needed adjustment repair. Special care should be given to mats and mat covers, gymnastic apparatus, other hanging and climbing apparatus. Physical education teachers are responsible for the storage and care of all equipment. An up-to-date inventory of the equipment should be kept at all times by elementary physical education teachers and secondary department chairpersons.

Budget and Purchasing

Each physical education teacher should be familiar with the school's procedures for budget and purchasing equipment. This information may be obtained from the principal.

Dress For Physical Education

Each student is encouraged to have a pair of gym shoes for use when participating in activities in the school gym. Some schools may require a physical education uniform.

Grades

Grades should be given in physical education classes in the same manner as they are in other school subjects. The method of determining the grades shall reflect the purposes of the instructional program and the effort and achievement of the individual students.

Evaluation and Testing

Each unit taught should have expected outcomes consistent with the adopted curriculum. Different methods of measuring these outcomes should be used.

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Grade Four

ACADEMIC STANDARD 1: *Demonstrate competency in many movement forms and proficiency in a few movement forms.*

Students begin fourth grade with refined motor (movement) skills and will work toward master in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. <u>Example:</u> Catch throw, kick, and run using mature form.	<u>Ability to demonstrate mature movement patterns:</u> <ul style="list-style-type: none"> Have students use partner evaluations to help each other work toward mastery. (4.1.1) 	1. Partner evaluation sheets. (4.1.1)	<u>4.1.1</u> 1. Source unknown 2. Appendix A
4.1.2 Demonstrate combinations for motor (movement) skills for specific sports. <u>Example:</u> Catch, dribble, and pass a basketball to a moving partner.	<u>Ability to demonstrate combinations of motor skills:</u> <ul style="list-style-type: none"> Students work with a partner to design a sequence of different patterns of movement skills for a specific sport. (i.e. catch, walk, punt a football) (4.1.20) 	1. Partner worksheets. (4.1.2)	<u>4.1.2</u> 1. <i>Teaching Children Movement Concepts and Skills. C. Buschner, P. 37.</i> 2. Teacher generated material. 3. Appendix A 4. <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple P. 82</i>
4.1.3 Demonstrate complex patterns of movement in applied setting. <u>Example:</u> Design and demonstrate part of a rhythmical movement program.	<u>Ability to demonstrate complex patterns of movement:</u> <ul style="list-style-type: none"> Students work with a partner to design a sequence of four different patterns of locomotor movements. Each pattern 	1. Teacher designed rubric. (4.1.3)	<u>4.1.3</u> 1. Teacher generated material. 2. Appendix A 3. <i>Teaching for Outcomes in</i>

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	should last for 8 counts. The sequence should be repeatable 4 consecutive times. (4.1.3)		<i>Elementary Physical Education, C. Hopple P. 82</i>
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ACADEMIC STANDARD 2: *Applies movement concepts and principles to the learning and development of motor (movement) skills.*

Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student's performance. They demonstrate and understanding of these movement concepts in their movement performance.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills. <u>Example:</u> Describe and demonstrate body positions for each of the parts of an overhand throw.	<u>Knowledge of critical elements for basic movement skills:</u> <ul style="list-style-type: none"> • Teacher demonstrates a skill and the students give the teacher the important elements (cues) of the skill. (forearm bump, - arms, shoulders make a triangle, ball hits arm between wrist and elbow, etc.) Students then can work in small group and write and demonstrate important elements of specific complex skills. (4.2.1) 	1. Student work. (4.2.1)	<u>4.2.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 149. 2. Teacher generated material. 3. Appendix A
4.2.2 Apply the concept of practice to improve skills in appropriate settings. <u>Example:</u> Using chest pass with a basketball, pass ball to a target successfully 10 times.	<u>Concept of practice:</u> <ul style="list-style-type: none"> • Use self-practice times for students to improve skills at different levels. (The higher the level the harder the skill.) (4.2.2) 	1. Student self-evaluation. (4.2.2)	<u>4.2.2</u> 1. Teacher generated material. 2. Appendix A
4.2.3 Analyze the performance of others to provide positive feedback to help improve performance. <u>Example:</u> Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in	<u>Ability to analyze the performance of others:</u> <ul style="list-style-type: none"> • Discuss with students the importance of positive feedback and give examples. • Have students analyze teacher performance. 	1. Partner evaluation. (4.2.3)	<u>4.2.3</u> 1. P.E.C Paper and Pencil Assessment Sheet, P. 1-2. 2. Appendix A

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<p>order to improve the partner’s skill.</p>	<ul style="list-style-type: none"> Students will then analyze each other on a specific skill. (4.2.3) 		
<p>4.2.4 Recognize and describe critical elements of more complex movement patterns. <u>Example:</u> Describe the use of the arms, as well as the legs, in performing the standing long jump for maximum distance.</p>	<p><u>Knowledge of critical elements of complex movement patterns:</u></p> <ul style="list-style-type: none"> Teacher demonstrates a skill and the students give the teacher the important elements (cues) of the skill. (overhand serve – toss ball, step with opposite foot, contact ball above head, etc.) Students then work in small groups to write and demonstrate important elements of specific complex skills. (4.2.4) 	<p>1. Student work. (4.2.4)</p>	<p><u>4.2.4</u></p> <ol style="list-style-type: none"> <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 146-151 Teacher generated material. Appendix A

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Grade Four

ACADEMIC STANDARD 3: *Exhibit a physically active lifestyle.*

Students begin to develop an understanding of the benefits of participation in health-related (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.3.1 Describe the physical, emotional and psychological benefits of participation in health-related (healthy lifestyle) activities. <u>Example:</u> List the benefits that result from participation in health-related activities.	<u>Experiences to develop a student’s physically active lifestyle:</u> <ul style="list-style-type: none"> • Teacher-led discussion on the benefits and importance of participation in P. E. class. • Teacher provides opportunities for successful participation. (4.3.1) 	1. Teacher observation. (4.3.1)	<u>4.3.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple P. 168.</i>
4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities <u>Example:</u> Discuss with students opportunities that are available for health-related activities.	<u>Recording on activities outside of class:</u> <ul style="list-style-type: none"> • Class discussion of student involvement in outside activities. (4.3.2) 	1. Teacher-led discussion. (4.3.2)	<u>4.3.2</u>
4.3.3 Describe those activities that are considered to be lifetime activities. <u>Example:</u> List activities such as swimming, golf, hiking and jogging.	<u>Knowledge of lifetime activities:</u> <ul style="list-style-type: none"> • Teacher leads a discussion about what activities are considered lifetime. • Students can then list as many activities they consider being lifetime activities. • Teacher can teach a unit with lifetime activities (i.e. tennis, golf, jogging, shuffleboard, etc.) (4.3.3) 	1. Student worksheet. (list of lifetime activities) (4.3.3)	<u>4.3.3</u> 1. Teacher generated material. 1. Appendix A

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

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze assessment data and develop simple fitness goals. Students can identify many physical activities that influence health related (healthy lifestyle) fitness.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group. <u>Example:</u> Take and meet the age appropriate standards for a general fitness (a fitness test) assessment of health-related (healthy lifestyle) fitness.	<u>Participate in self and formal assessment.</u> <ul style="list-style-type: none"> • <u>Teacher explains and demonstrates each test item.</u> (4.4.1) 	1. Fitness test. (4.4.1)	<u>4.4.1</u>
4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness. <u>Example:</u> Participate in a warm-up for physical education class activities.	<u>Knowledge of five components of fitness:</u> <ul style="list-style-type: none"> • Teacher discusses on the 5 components of fitness. • Teacher gives examples of activities and exercises for each component. • Students choose to do 1 exercise related to each component daily for specific amount of time. (4.4.2) 	1. Teacher and self-assessment. (4.4.2)	<u>4.4.2</u> 1. Teacher generated material. 2. Appendix A 3. <i>Children Fitness</i> , T. Ratliffe, L. Ratliffe , P. 21
4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness. <u>Example:</u> List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group.	<u>Knowledge of activities to improve fitness:</u> <ul style="list-style-type: none"> • Teacher explains principles of overload, frequency, intensity, time, specification and progression. • Teacher gives examples of 	1. Student generated list. (4.4.3)	<u>4.4.3</u>

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	<p>activities that would improve specific components.</p> <ul style="list-style-type: none">• Students practice those examples given by the teacher.• Students work with a partner to list activities that would improve a certain component given by the teacher. (4.4.3)		
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ACADEMIC STANDARD 5: *Demonstrate responsible personal and social behavior in physical activity settings.*

Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.5.1 Work cooperatively with others to obtain a common goal. <u>Example:</u> Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.	<u>Good sportsmanship,</u> <ul style="list-style-type: none"> • Teacher-led discussion on elements and examples of good and bad sportsmanship and following rules. (4.5.1) 	1. Teacher observation. (4.5.1)	<u>4.5.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45
4.5.2 Follow rules and safe practices in all class activities without being reminded. <u>Example:</u> Stop activity immediately upon signal from teacher.	<u>Use of safe practices:</u> <ul style="list-style-type: none"> • Teacher-led discussion of safe and unsafe practices and situations. (4.5.2) 	1. Teacher observation. (4.5.2)	<u>4.5.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , Hopple, P. 43-45

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ACADEMIC STANDARD 6: *Demonstrate understanding and respect for differences among people in physical activity settings.*

Students begin to explore the cultural diversity that is within their own environment and explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.6.1 Explore the role of culture in physical activities of other countries. <u>Example:</u> Describe the most popular games played in Australia.	<u>Knowledge of culture in physical activities:</u> <ul style="list-style-type: none"> • Introduce games from other countries. • Give students the means to find information about what games are played in other countries. (4.6.1) 	(4.6.1)	<u>4.6.1</u>
4.6.2 Describe the differences and similarities between games of different countries. <u>Example:</u> Discuss the difference between baseball in the United States and cricket in England.	<u>Knowledge of similarities in physical activities:</u> <ul style="list-style-type: none"> • Show a video clip of baseball and cricket. Use baseball and cricket to describe similarities and differences with students. (4.6.2) 	1. Teacher observation of student responses to similarities and differences. (4.6.2)	<u>4.6.2</u>
4.6.2 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity. <u>Example:</u> Student is restricted to throwing and catching with non-dominant hand to increase the appreciation for individuals with physical differences.	<u>Knowledge of physical limitations of persons with disabilities in physical activities:</u> <ul style="list-style-type: none"> • Show a video clip of wheelchair basketball and have students tell what adaptation to participation is needed. (4.6.3) 	1. Teacher observation of student responses. (4.6.3)	<u>4.6.3</u>

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ACADEMIC STANDARD 7: *Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.*

Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
4.7.1 Participate in physical activities that are enjoyable. <u>Example:</u> Students can list activities they enjoy participating in.	<u>Willingness to participate in new and enjoyable activities:</u> <ul style="list-style-type: none"> • Teacher will provide opportunities for participation in new and challenging activities. (cross country skiing, roller-blading, rock climbing, etc. (4.7.1) 	1. Teacher made reflective stems. (4.7.1)	<u>4.7.1</u> 1. <i>Professional and Student portfolios for Physical Education, V. Melograno, P. 101</i>
4.7.2 Interact with classmates and friends in physical activities <u>Example:</u> Participate in free time activities at the school.	<u>Willingness to participate in new and enjoyable activities:</u> <ul style="list-style-type: none"> • Teacher will provide opportunities for participation in new and challenging activities. (cross country skiing, roller-blading, rock climbing, etc. (4.7.2) 	1. Teacher made reflective stems. (4.7.2)	<u>4.7.2</u> 1. <i>Professional and Student portfolios for Physical Education, V. Melograno, P. 101</i>