

HPS Scope & Sequence  
K-8 Grade Level Essential Skills  
Created: 2009-2011  
Published: Fall 2011



Grade Level: 4  
Subject: Physical Education

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09




Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

HPS Scope Sequence  
4th Grade Physical Education  
Created 2/2011

Standard or GLCE #	Standard or GLCE Language	What this means:	S	Time Days	Possible Embedded Assessment(s)	Vocabulary
	Students will . . . .				36	

## Physical Education Scope and Sequence-4th Grade






### Movement Concepts

K.MC.04.12	Apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.	Students will be able to identify/model basic movements as they relate to the skills being performed.	S1	1		Body Awareness
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### Invasion Games

K.IG.04.01	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 modified invasion games (e.g., small-sided games, such as 2 vs. 2).	Students will be able to understand game play and strategy.	S1	2		Strategies, Problem Solving
B.PS.04.01	Exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.	Students will be able to demonstrate proper sportsmanship.	S1	1		Cooperation, best effort, compassion, responsibility.

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<b>Physical Education Scope and Sequence-4th Grade</b>						
M.IG.04.01	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).	Students will be able to participate in game play and strategy.	S1	2		Game play, control, strategy.
A.PE.04.01	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.	Students participate in motor skills at moderate levels of intensity.	S1	1		Participation, effort.
B.SB.04.01	Identify benefits of social interaction as part of participation in physical activities in isolated settings.	Students will understand the benefits of cooperation in a physical setting.	S2	1		Self confidence, self-esteem, teamwork.
A.HR.04.02	Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).	Students will be able to participate in a selected physical fitness test.	S2	1		Participation, effort.

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### Net/Wall

K.NG.04.01	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.	Students will be able to understand game play and strategy.	S1	1		Strategies, Problem Solving
B.PS.04.02	Exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	Students will be able to demonstrate proper sportsmanship.	S1	1		Cooperation, best effort, compassion, responsibility.
M.NG.04.01	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.	Students will be able to understand game play and strategy.	S1	1		Game play, control, strategy.
A.AN.04.02	Support body weight while participating in activities that improve physical fitness.	Students will be able to support body weight during physical activities.	S1	1		Strength, effort, health.

### Rhythmic

K.RA.04.01	Create a repeating rhythmic sequence by combining a variety of mature movement skills.	Students will be able to move to rhythmical patterns.	S2	1		Pattern, movement, rhythm.
M.RA.04.01	Demonstrate the reversal of rhythmic locomotor patterns and change of direction.	Students will be able to move to rhythmical patterns in different directions.	S2	1		Pattern, movement, directions, rhythm.

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### Target

K.TG.04.01	Identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.	Students will be able to problem solve skills needed during target games.	S1	1		Accuracy, distance, direction.
M.TG.04.01	Demonstrate limited use of selected strategies for tactical problems, such as accuracy in distance and direction during modified, unopposed target games.	Students will be able to problem solve skills needed during target games.	S1	1		Accuracy, distance, direction.
B.RP.04.01	Identify positive feelings associated with regular participation in physical activities in isolated settings.	Students will feel self worth after participating in physical activity.	S1	1		Cooperation, best effort, compassion, responsibility.
B.RP.04.02	Choose to regularly practice skills for which improvement is needed in isolated settings.	Students will understand the benefits of practice.	S1	1		Responsibility.






### Motor Skills

K.MS.04.01	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.	Students will be able to demonstrate basic motor skills.	S1	1		Fundamental Motor Skills.
M.MS.04.01	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.	Students will be able to demonstrate basic motor skills.	S1	1		Fundamental Motor Skills.

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A.AN.04.02	Support body weight while participating in activities that improve physical fitness.	Students will be able to support body weight during physical activities.	S2	1		Strength, Effort, Health
<b>Striking/Fielding</b>						
K.SG.04.01	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).	Students will be able to identify strategies as they apply to striking/fielding.	S2	1		Game play, object control,
M.SG.04.01	Demonstrate use of selected on-the-object tactical movements 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).	Students will be able to identify strategies as they apply to striking/fielding.	S2	1		Game play, object control,
<b>Fitness</b>						
K.HR.04.02	Understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).	Students will be able to participate in a selected physical fitness test.	S2	1		Health, cardiorespiratory endurance.
K.HR.04.03	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).	Students will be able to participate in a selected physical fitness test.	S2	1		Health, Muscular strength, Muscular endurance.






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## Physical Education Scope and Sequence-4th Grade

K.HR.04.04	Understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	Students will be able to participate in a selected physical fitness test.	S2	1		Health, Flexibility.
A.PE.04.01	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.	Students participate in motor skills at moderate levels of intensity.	S1	1		Moderate fitness.
K.PA.04.01	Identify and participate in new physical activities.	Participation in new physical activities.	S2	1		Health, Fitness

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## Physical Education Scope and Sequence-4th Grade






A.PA.04.01	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.	Participates in moderate levels of physical activities outside physical education class.	S2	1		Moderate activities, responsibility.
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## Nutrition and Physical Activity

K.AN.04.01	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).	Students will understand the importance of nutrition and physical activity as it relates to a healthy life style.	S2	1		Nutrition, health, body structure.
K.AN.04.02	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.	Students will understand the basic functions of their bodies as it relates to exercise.	S2	1		Fitness knowledge.



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<b>Physical Education Scope and Sequence-4th Grade</b>						
K.AN.04.04	Explain how non-manipulative activities promote healthy joint flexibility.	Students understand the importance of stretching.	S2	1		Flexibility, stretching.
<b>Outdoor Pursuits</b>						
K.OP.04.01	Distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings.	Students will understand the importance of caring for their surrounding.	S2	1		Responsibility.
K.OP.04.03	Describe the function of clothing and equipment associated with selected outdoor pursuits.	Students will understand the function of clothing and equipment associated with selected outdoor pursuits.	S2	1		Responsibility, clothing/equipment.
K.OP.04.04	Identify selected safety features of outdoor pursuits.	Students will be able to identify selected safety features.	S2	1		Responsibility, safety.