



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS

4th and 5th Grade



Deer Valley Unified School District No. 97

Physical Education Mission Statement

The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION

Belief Statement

A Quality Physical Education Program:

- *is an integral part of the total educational program.*
- *meets the needs of all students.*
- *is developmentally appropriate-both in age and individually.*
- *includes movement, fitness and concepts.*
- *teaches our students the how and why of fitness.*
- *provides the skills necessary for participation in lifelong activity.*
- *believes that a qualified, certified teacher plays a vital role in the success of the physical education program.*

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

4th -5th

1PA-E1. Demonstrate competence in a variety of movement forms

1PA-E2. Apply more advanced movement and game strategies

1PA-E3. Identify the critical elements of more advanced movement skills

1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms

1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport)

PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings

PO 1. Use basic offensive and defensive strategies in small group games

PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student

PO 1. Identify the characteristics of a highly skilled performer in a few movement forms

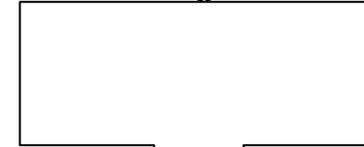
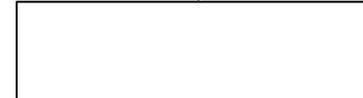
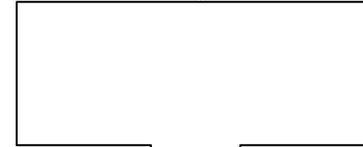
PO 1. Demonstrate specialized movement skills

PO 2. Dribble and pass a variety of objects to a stationary target/receiver (e.g., hands, feet, equipment)

PO 3. Balance with control on a variety of objects

PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cartwheel)

PO 5. Travel, changing speeds and directions, in response to a variety of



Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

4th-5th

Suggested Activities/Units	Strategies
1. Fitness	<ol style="list-style-type: none">1. Teach students correct technique and form in running, exercise, strength training, flexibility2. Develop an understanding of circuit training3. Identify the differences between anaerobic and aerobic exercises
2. Capture the Flag	<ol style="list-style-type: none">1. Review throwing and catching techniques of objects2. Identify offensive and defensive skills3. Apply and demonstrate the rules and games strategies
3. Kickball	<ol style="list-style-type: none">1. Review proper kicking, throwing and catching techniques of the ball2. Identify offensive and defensive skills3. Apply and demonstrate the rules and games strategies

Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

4th-5th

2PA-E1. Describe the relationship between a healthy lifestyle and feeling good

PO 1. Give examples of the benefits derived from regular physical activity

PO 2. Identify several moderate to vigorous physical activities that provide personal pleasure

2PA-E2. Apply basic principles of training to improve physical fitness

PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance

PO 2. Apply the concepts that impact the quality of physical fitness

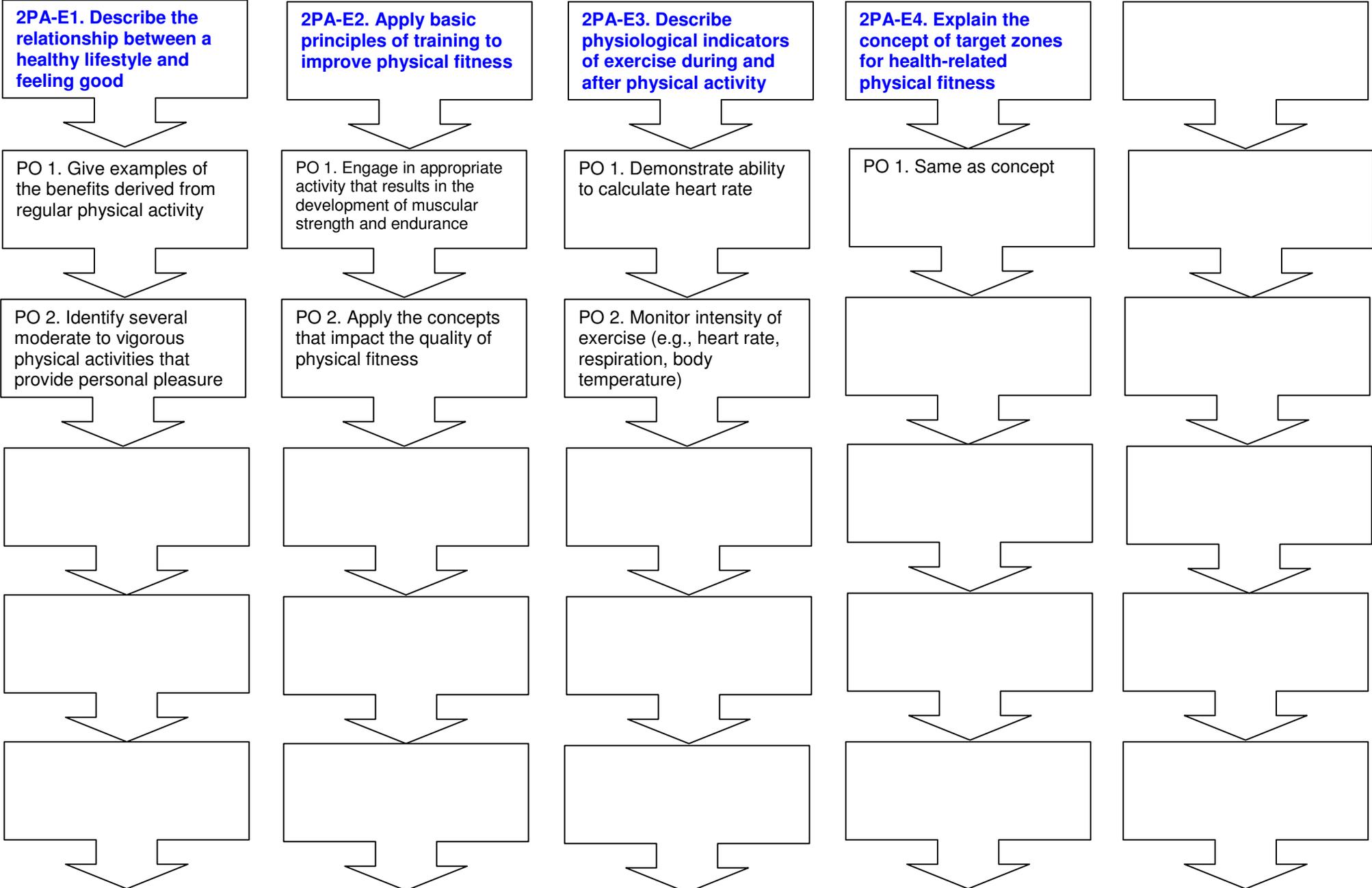
2PA-E3. Describe physiological indicators of exercise during and after physical activity

PO 1. Demonstrate ability to calculate heart rate

PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature)

2PA-E4. Explain the concept of target zones for health-related physical fitness

PO 1. Same as concept



Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

4th-5th

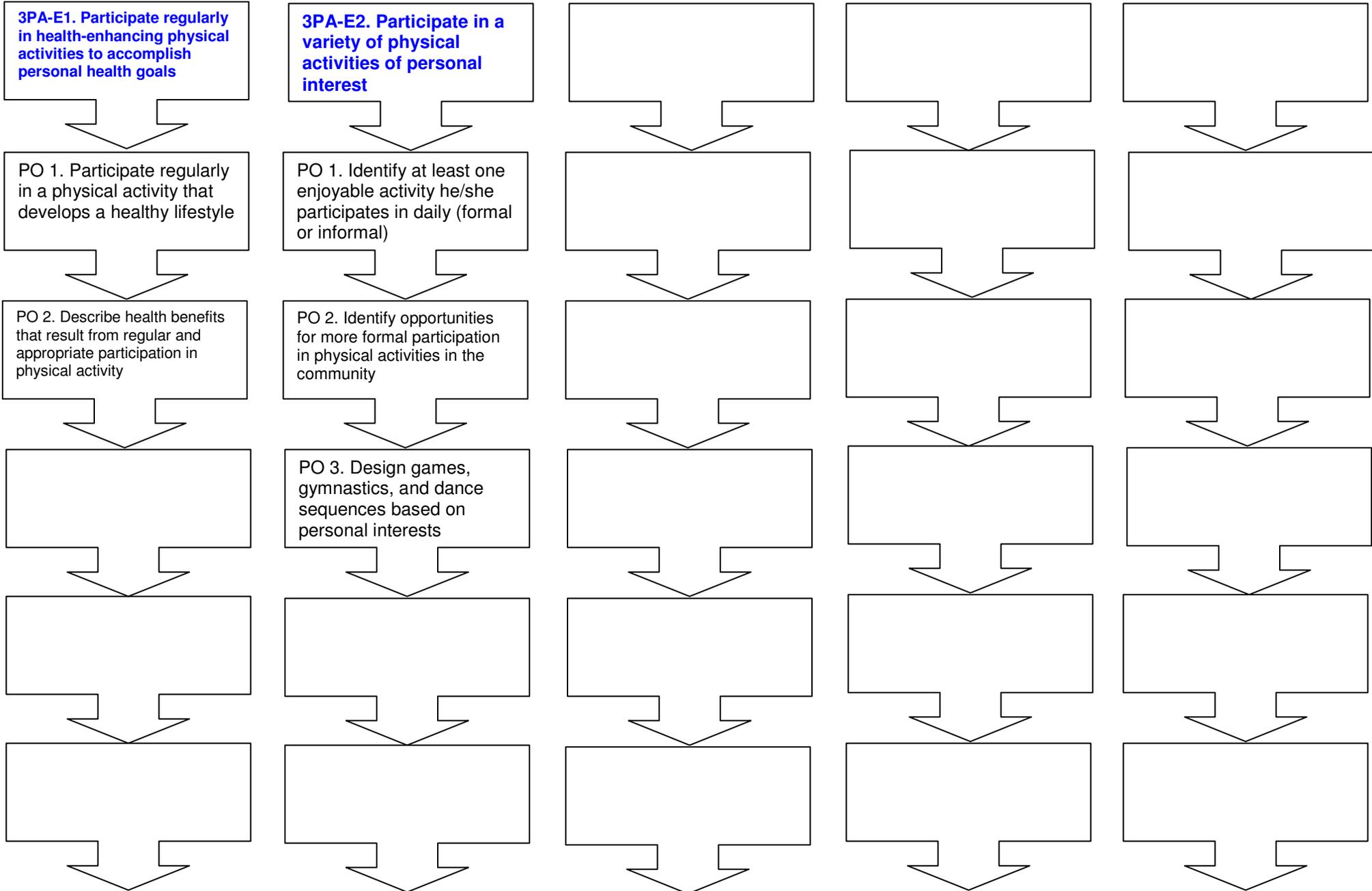
Suggested Activities/Units	Strategies
1. Fitness	<ol style="list-style-type: none">1. Teach fitness goal setting2. Identify the difference between short and long term goals for fitness strategies3. Complete a fitness activity log and use graphs to chart students' progress4. Demonstrate the ability to calculate target heart rate5. Identify the difference of moderate and vigorous exercises
2. Capture the Flag	<ol style="list-style-type: none">1. Develop drills to increase speed, agility and dodging skills2. Monitor heart rate before, during, and after activity3. Compare heart rates and discuss reasons for the variations
3. Kickball	<ol style="list-style-type: none">1. Determine the physical benefits of kickball2. Develop skills used to enhance base running and fielding techniques3. Identify other sports that share the same concept as kickball

Standard 3:

Students exhibit a physically active lifestyle.

Grade:

4th-5th



Standard 3:

Students exhibit a physically active lifestyle.

Grade:

4th-5th

Suggested Activities/Units	Strategies
1. Fitness	<ol style="list-style-type: none">1. Share opportunities found within the community to continue their pursuit as life long learners2. Create groups to design a fitness training circuit program1. Evaluate the benefits of activity in relation to individual goal setting
2. Capture the Flag	<ol style="list-style-type: none">1. Vary the rules and/or equipment to increase student engagement2. Offer equipment to be used during recess
3. Kickball	<ol style="list-style-type: none">2. Share opportunities found within the community to continue students' pursuit as life long learners3. Play variations of kickball to increase student engagement

Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

4th-5th

4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram

4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness

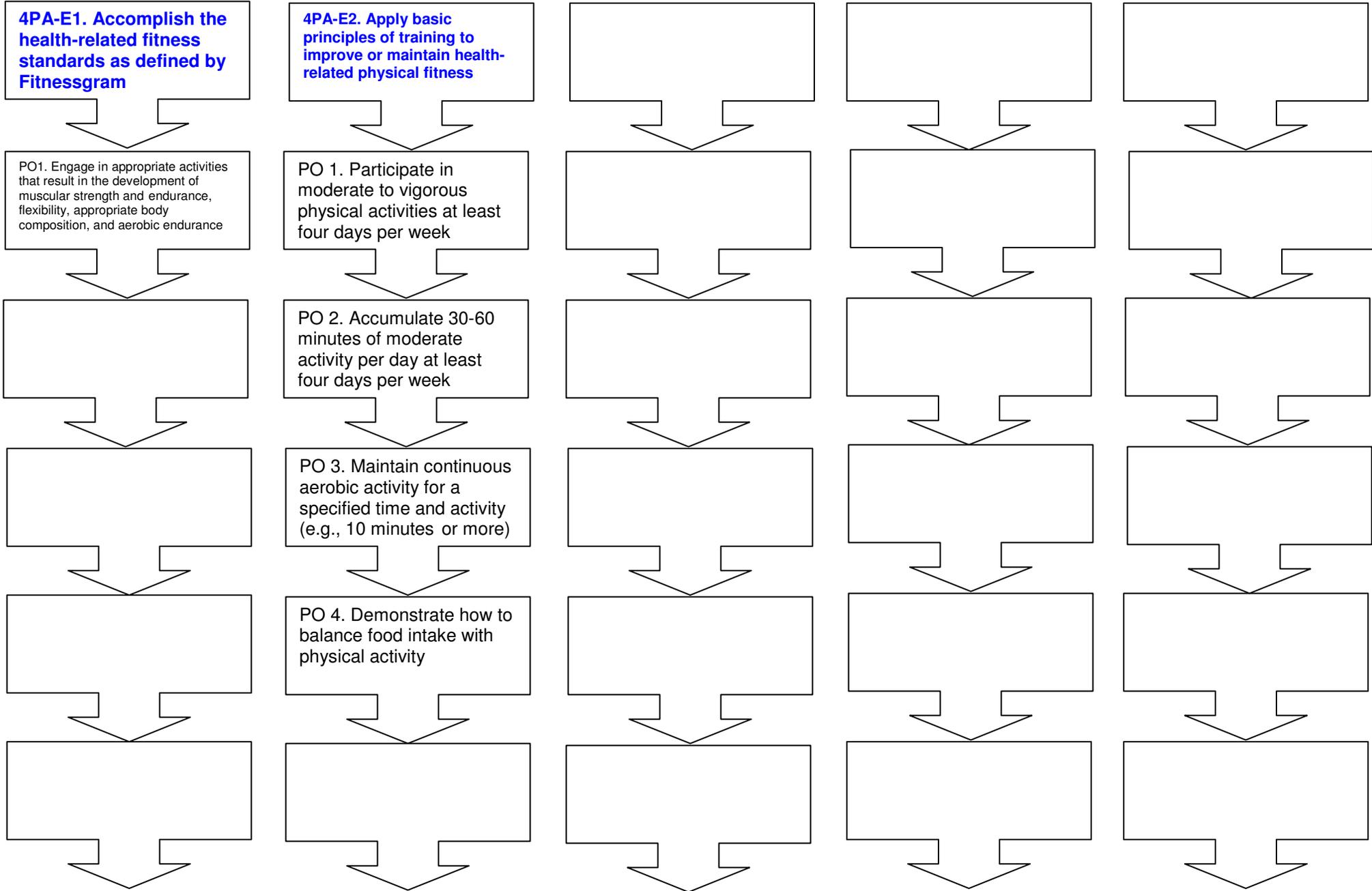
PO1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, appropriate body composition, and aerobic endurance

PO 1. Participate in moderate to vigorous physical activities at least four days per week

PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week

PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more)

PO 4. Demonstrate how to balance food intake with physical activity



Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

4th-5th

Suggested Activities/Units	Strategies
1. Fitness	<ol style="list-style-type: none">1. Introduce caloric values and how they relate to healthy eating lifestyle2. Understand direct correlation between the fitness concepts taught and individual performance on fitness gram test3. Participate in interval, circuit, and strength training
2. Capture the Flag	<ol style="list-style-type: none">1. Participate in a warm up and cool down activity to understand the importance of exercise2. Recognize that exercise can be used in variety of games to achieve health related benefits
3. Kickball	<ol style="list-style-type: none">1. Participate in a warm up and cool down activity to understand the importance of exercise.2. Recognize that exercise can be used in variety of games to achieve health related benefits.

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

4th-5th

5PA-E1. Explain the influence of peer pressure in physical activity settings

5PA-E2. Identify potential consequences when confronted with a behavior choice

5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings

5PA-E4. Identify the social benefits of participation in physical activity

PO 1. Explain the difference between acts of courage and reckless acts

PO 1. Act in a safe manner during physical activity

PO 1. Work independently and on task for partner, small or large group activities

PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance

PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group

PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities

PO 2. Identify one's own performance problems without blaming others

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Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

4th-5th

Suggested Activities/Units

Strategies

1. Fitness

1. Utilize journals to aid students' progress to reach their fitness goals
2. Emphasize safety techniques
3. Help students accept positive criticism to improve performance

2. Capture the Flag

1. Teach students to accept decisions made by officials, teachers, and other students
2. Teach game rules
3. Emphasize proper use of equipment

3. Kickball

1. Teach students to accept decisions made by officials, teachers, and other students
2. Teach game rules
3. Emphasize proper use of equipment

Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

4th-5th

Suggested Activities/Units

Strategies

1. Fitness

1. Understand how modifications can be made to help all students succeed regardless of ability level
2. Acceptance of all classmates regardless of physical ability
3. Journal about societal trends in regards to physical activity and fitness

2. Capture the Flag

1. Understand how modifications can be made to help all students succeed regardless of ability level
2. Acceptance of all classmates regardless of physical ability
3. Journal about societal trends in regards to physical activity and fitness

3. Kickball

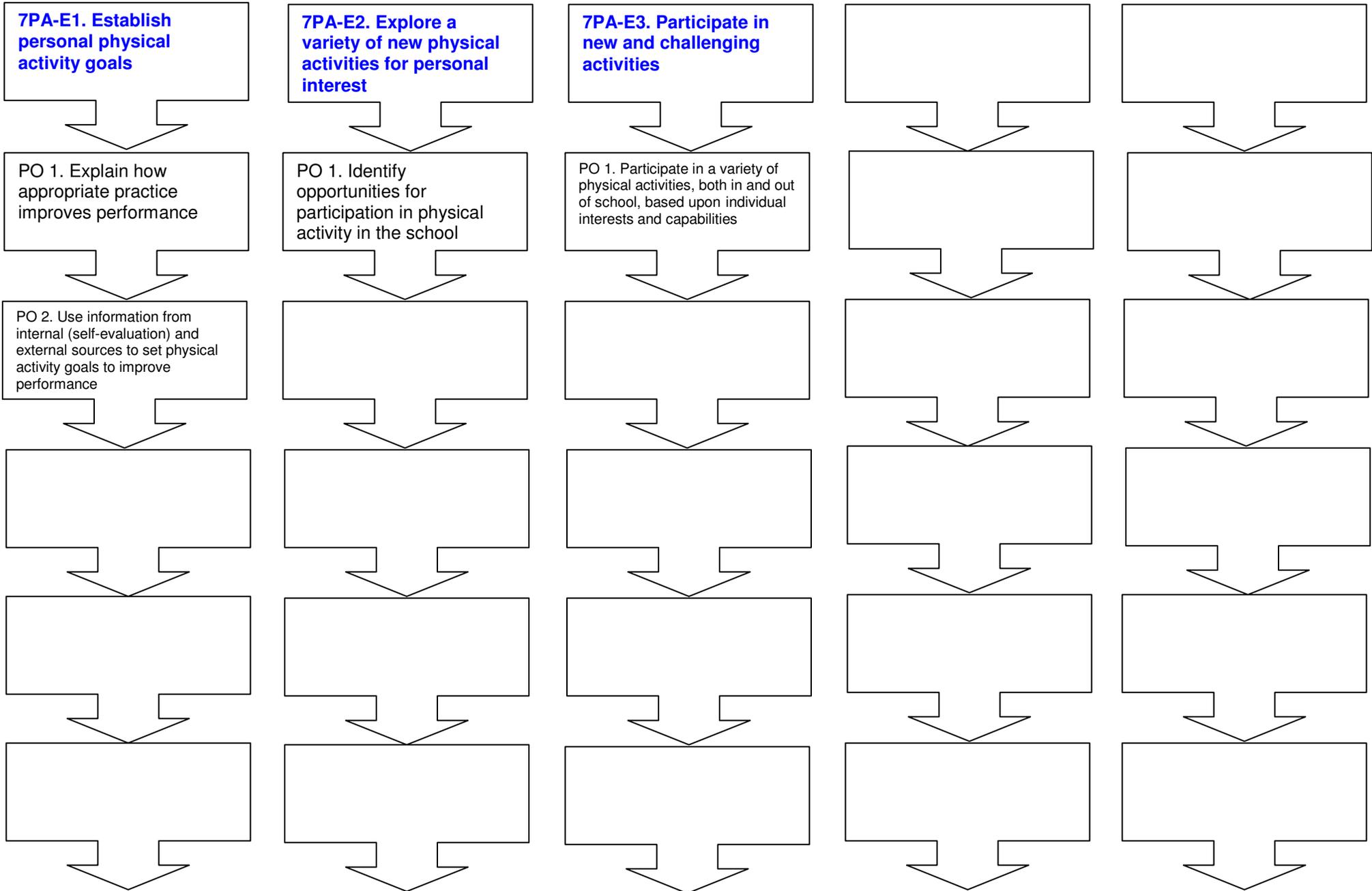
1. Understand how modifications can be made to help all students succeed regardless of ability level
2. Acceptance of all classmates regardless of physical ability
3. Journal about societal trends in regards to physical activity and fitness

Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:

4th-5th



Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:

4th-5th

Suggested Activities/Units

Strategies

1. Fitness

1. Utilize journals to aid students' progress to reach their fitness goals
2. Use information taught during the fitness unit to set for short and long term goals
3. Provide an extra-curricular activity in relation that relates to fitness

2. Capture the Flag

1. Encourage students to play capture the ball during lunchtime and provide students with necessary equipment
2. Teach students variations to the game of capture the ball so they are able to play games at home or during extra curricular time using modified equipment
3. Reinforce skills so students understand proper technique and apply them while playing the game of capture the ball

3. Kickball

1. Encourage students to play kickball during lunchtime and provide students with necessary equipment
2. Teach students variations to the game of kickball so they are able to play games at home or during extra curricular time using modified equipment
3. Reinforce skills so students understand proper technique and apply them while playing the game of kickball

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
4 -5 Grade

Suggested Activities:

- Flag tag
- Potato ball
- Throw and Run Challenge
- Taggers
- Four Corners Flag
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-
-
-
-
-

Resources:

PE Central
DVNET/PE Lessons (our goal)

Unit Name or Activity
Capture the Flag

Learning Objectives:

1. Students will understand the rules of Capture the Flag.
2. Students will demonstrate proper throwing skills.
3. Students will demonstrate proper catching skills.
4. Students will demonstrate proper dodging and fleeing skills.
5. Students will understand and demonstrate knowledge of strategy.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Standard 3 – Students exhibit a physically active lifestyle.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Standard 7 – Students develop behavioral skills essential to maintaining a physically active lifestyle.

Key Skills/Knowledge:

- Catching
- Throwing
- Offense and Defense
- Sportsmanship
- Fleeing and Dodging
- Agility
- Teamwork
- Ball Cell (Location for the balls)
- Jail (Area for players who are out)
- Understand Strategy

Vocabulary:

- Agility
- Sportsmanship
- Teamwork
- Strategy
-
-
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Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
4 -5 Grade

Suggested Activities:

- Throwing skills
- Catching skills
- Caterpillar Kickball
- Base tag
- Kickball
-
-
-
-
-

Resources:

PE Central
DVNET/PE Lessons (our goal)

Unit Name or Activity
Kickball

Learning Objectives:

1. Students will understand the rules of kickball.
2. Students will perform proper kicking and catching skills.
3. Students will demonstrate proper Sportsmanship.
4. Students will demonstrate knowledge of base running.
5. Students will communicate effectively with other students.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Standard 3 – Students exhibit a physically active lifestyle.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 7 – Students develop behavioral skills essential to maintaining a physically active lifestyle.

Key Skills/Knowledge:

- Kicking
- Catching
- Offense and Defense
- Sportsmanship
- Base running
- Rules
- Field Description with positions
-
-
-

Vocabulary:

- Sportsmanship
- Teamwork
- Outs
- Innings
- Strikes
-

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
4 – 5 Grade

Suggested Activities:

- Interval Training
- Walk Jog Sprint
- Pedometers
- Circuit Training
- Mile Run
- Pacer Test/Pacer Relay
- Strength Training
- Stretches
- Jog-a-thon
- Tag Games

Resources:

PE Central
DVNET/PE Lessons (our goal)

Unit Name or Activity
Fitness

Learning Objectives:

- 1. The Students will understand the components of physical fitness.**
- 2. The students will be able to determine their target heart rate.**
- 3. The students will demonstrate knowledge of muscles.**
- 4. The students will understand the difference between aerobic and anaerobic exercise.**
- 5. The students will be able to set realistic goals related to fitness.**
- 6. Students will perform fitness exercises related to strength and endurance.**

Arizona State Physical Activity Standards:

Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Standard 3 – Students exhibit a physically active lifestyle.

Standard 4 – Students achieve and maintain a health-enhancing level of physical fitness.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Standard 7 – Students develop behavioral skills essential to maintaining a physically active lifestyle.

Key Skills/Knowledge:

- Fitness
- Strength
- Endurance
- Muscle Terms
- Flexibility
- Cardiovascular
- Target Heart rate
- Aerobic/Anaerobic
- Self - Esteem
- Body Composition

Vocabulary:

- Interval
- Flexibility
- Endurance
- Cardiovascular
- Goal Settings
-
-

**Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
Grade 4-5**

Unit Name or Activity

Learning Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Arizona State Physical Activity Standards:

Arizona State Comprehensive Health Education Standards

Physical Activity Standards
For the
Essentials Level (Grades 4-5)

(e.g. 1PA-E1: #=#of Standard; PA=Physical Activity; E = Essentials; # = # of substandard) (PO = Performance Objective)

❑ STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

- ❑ **1PA-E1. Demonstrate competence in a variety of movement forms.**
 - ❑ PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings.
 - ❑ PO 2. Dribble and pass a variety of objects to a stationary target/receiver (e.g., hands, feet, equipment).
 - ❑ PO 3. Balance with control on a variety of objects.
 - ❑ PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions (e.g., mule kick handstand, cartwheel).
 - ❑ PO 5. Travel, changing speeds and directions, in response to a variety of rhythms.
- ❑ **1PA-E2. Apply more advanced movement and game strategies.**
 - ❑ PO 1. Use basic offensive and defensive strategies in small group games.
- ❑ **1PA-E3. Identify the critical elements of more advanced movement skills.**
 - ❑ PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student.
- ❑ **1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms.**
 - ❑ PO 1. Identify the characteristics of a highly skilled performer in a few movement forms.
- ❑ **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport).**
 - ❑ PO 1. Demonstrate specialized movement skills.

❑ STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

- ❑ **2PA-E1. Describe the relationship between a healthy lifestyle and feeling good.**
 - ❑ PO 1. Give examples of the benefits derived from regular physical activity.
 - ❑ PO 2. Identify several moderate to vigorous physical activities that provide personal pleasure.
- ❑ **2PA-E2. Apply basic principles of training to improve physical fitness.**
 - ❑ PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance.
 - ❑ PO 2. Apply the concepts that impact the quality of physical fitness.
- ❑ **2PA-E3. Describe physiological indicators of exercise during and after physical activity.**
 - ❑ PO 1. Demonstrate ability to calculate heart rate.
 - ❑ PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature).
- ❑ **2PA-E4. Explain the concept of target zones for health-related physical fitness.**
 - ❑ PO 1. Same as concept.

❑ STANDARD 3 - Students exhibit a physically active lifestyle.

- ❑ **3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals.**
 - ❑ PO 1. Participate regularly in a physical activity that develops a healthy lifestyle.
 - ❑ PO 2. Describe health benefits that result from regular and appropriate participation in physical activity.
- ❑ **3PA-E2. Participate in a variety of physical activities of personal interest.**
 - ❑ PO 1. Identify at least one enjoyable activity he/she participates in daily (formal or informal).
 - ❑ PO 2. Identify opportunities for more formal participation in physical activities in the community.
 - ❑ PO 3. Design games, gymnastics, and dance sequences based on personal interests.

❑ STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

❑ 4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram.

- ❑ PO 1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, appropriate body composition, and aerobic endurance.

❑ 4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness.

- ❑ PO 1. Participate in moderate to vigorous physical activities at least four days per week.
- ❑ PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week.
- ❑ PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more).
- ❑ PO 4. Demonstrate how to balance food intake with physical activity.

❑ STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

❑ 5PA-E1. Explain the influence of peer pressure in physical activity settings.

- ❑ PO 1. Explain the difference between acts of courage and reckless acts.
- ❑ PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group.

❑ 5PA-E2. Identify potential consequences when confronted with a behavior choice.

- ❑ PO 1. Act in a safe manner during physical activity.

❑ 5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings.

- ❑ PO 1. Work independently and on task for partner, small, or large group activities.
- ❑ PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities.

❑ 5PA-E4. Identify the social benefits of participation in physical activity.

- ❑ PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance
- ❑ PO 2. Identify one's own performance problems without blaming others.

❑ STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

❑ 6PA-E1. Explain the role of sports, games, and dance in modern culture.

- ❑ PO 1. Explain the validity of games and activities reflecting one's own and others' heritage.

❑ 6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings.

- ❑ PO 1. Demonstrate fairness in games and activities.
- ❑ PO 2. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior.

❑ 6PA-E3. Participate in physical activities with others regardless of diversity and ability.

- ❑ PO 1. Identify the attributes that individual differences can bring to group activities.

❑ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

❑ 7PA-E1. Establish personal physical activity goals.

- ❑ PO 1. Explain how appropriate practice improves performance.
- ❑ PO 2. Use information from internal (self-evaluation) and external sources to set physical activity goals to improve performance.

❑ 7PA-E2. Explore a variety of new physical activities for personal interest.

- ❑ PO 1. Identify opportunities for participation in physical activity in the school.

❑ 7PA-E3. Participate in new and challenging activities.

- ❑ PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.

Comments _____

