

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

*Level: Elementary School*  
*Subject-Grade: Physical ED 4<sup>th</sup> grade*  
*Updated: July 2007*

**Bold & ( ) = Assessed**  
*Italics = Supporting*  
*e.g. = Example only*

<b>Timeline</b>	<b>CORE CONTENT STANDARD (SKILLS) AND DOK</b>	<b>Demonstrators</b>
<p><b>Weeks 1-2</b></p>	<p><b>PL-04-1.1.1</b>  <b>Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior.</b>  <b>DOK 2</b></p> <p><b>PL-04-1.1.2</b>  <b>Students will describe strategies for stress management, problem solving, conflict resolution and communication (e.g., self-esteem, self-control, empathy, asking for help, forgiveness/reconciliation, how to apologize, active listening, anger management, standing up for one's rights).</b>  <b>DOK 2</b></p>	<p align="center"><b><u>Program of Studies</u></b></p> <p><b>PL-4-PW-U-3</b>          Students will understand that interpersonal skills and strategies can influence social, mental and emotional well-being and affect an individual's relationships.</p> <p><b>PL-4-PW-S-SMEH1</b>          Students will demonstrate social interaction skills by:</p> <ul style="list-style-type: none"> <li>a) using etiquette, politeness, sharing and other social interaction skills</li> <li>b) working and playing collaboratively in large and small groups</li> <li>c) using appropriate means to express needs, wants and feelings</li> <li>d) distinguishing between verbal and nonverbal communication</li> <li>e) describing characteristics needed to be a responsible friend and family member</li> <li>f) identifying social interaction skills that enhance individual health.</li> </ul> <p><b>Academic Expectations</b></p> <p><b>4.1</b> Students effectively use interpersonal skills.</p> <p><b>4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p>

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<p>Weeks 3-7</p>	<p><b>PL-04-2.2.1</b>  <b>Students will describe physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)</b></li> <li>• <b>social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>PL-04-2.2.3</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>PL-04-1.1.6</b>  <b>Students will describe how an individual’s behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>PL-04-1.1.8</b>  <b>Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-4-LPW-U-1</b>  Students will understand that physical activity provides opportunities for social interaction, challenges and fun.</p> <p><b>PL-4-LPW-U-2</b>  Students will understand that participation in regular physical activity has physical, mental and social benefits.</p> <p><b>PL-4-LPW-U-6</b>  Students will understand that regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.</p> <p><b>PL-4-LPW-U-7</b>  Students will understand that principles and techniques are used to improve physical fitness.</p> <p><b>PL-4-PW-U-1</b>  Students will understand that responsibility to oneself promotes health enhancing behaviors.</p> <p><b>PL-4-LPW-S-1</b>  Students will identify likes and dislikes connected with participating in sports and physical activities; explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction</p> <p><b>PL-4-LPW-S-2</b>  Students will identify and engage in physical activities that promote physical fitness and health</p> <p><b>PL-4-LPW-S-3</b>  Students will describe the potential positive and negative (e.g., injury) effects of regular participation in moderate to vigorous physical activities</p> <p><b>PL-4-LPW-S-4</b>  Students will participate in daily physical activity during and after school</p> <p><b>PL-4-LPW-S-9</b>  Students will identify and participate in activities to enhance the health related fitness components (e.g., aerobic</p>

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		<p>capacity/cardio-respiratory endurance, muscular endurance, muscular strength and flexibility)</p> <p><b>PL-4-LPW-S-10</b> Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance); describe the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time)</p> <p><b>PL-4-PW-S-PPH1</b> Students will describe the relationship between personal health behaviors and individual well-being</p> <p><b>PL-4-PW-S-PPH2</b> Students will explain the characteristics of mental/emotional, social and physical health</p> <p><b>PL-4-PW-S-PPH3</b> Students will explain and exhibit responsibility to oneself and others</p> <p><b>PL-4-PW-S-PPH4</b> Students will describe how individual behaviors and choices of diet, exercise and rest affect the body</p> <p><b>Academic Expectations</b></p> <p><b>2.29</b> Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p><b>2.31</b> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p><b>2.32</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p><b>2.34</b> Students perform physical movements skills effectively in a variety of settings.</p> <p><b>2.35</b> Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p><b>3.1</b> Students demonstrate positive growth in self-concept through appropriate tasks or projects.</p>

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		<p><b>3.2</b> Students demonstrate the ability to maintain a healthy lifestyle.</p> <p><b>3.7</b> Students demonstrate the ability to learn on one's own.</p> <p><b>4.1</b> Students effectively use interpersonal skills.</p> <p><b>4.2</b> Students use productive team membership skills.</p> <p><b>4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p>

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<p><b>Weeks 8 - 18</b></p>	<p><b>PL-04-2.1.1</b>  <i>Students will apply fundamental motor skills:</i>  <i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Twisting</i></li> <li>• <i>Bending</i></li> <li>• <i>Stretching</i></li> <li>• <i>Swinging</i></li> <li>• <i>Swaying</i></li> <li>• <i>Balancing</i></li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitting</i></li> <li>• <i>Kicking</i></li> <li>• <i>Throwing</i></li> <li>• <i>Catching</i></li> <li>• <i>Striking</i></li> <li>• <i>Dribbling</i></li> </ul> <p><b>PL-04-2.1.2</b>  <i>Students will explain the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - what the body is doing</i></li> </ul>	<p><b>PL-4-PS-U-1</b>  Students will understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.</p> <p><b>PL-4-PS-U-2</b>  Students will understand that movement concepts, principles and strategies apply to the learning and performance of physical activities.</p> <p><b>PL-4-PS-S-1</b>  Students will demonstrate a variety of locomotor and combination skills in a movement pattern</p> <p><b>PL-4-PS-S-2</b>  Students will use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities</p> <p><b>PL-4-PS-S-3</b>  Students will demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports</p> <p><b>PL-4-PS-S-4</b>  Students will develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., basketball, volleyball, soccer, softball)</p> <p><b>PL-4-PS-S-5</b>  Students will demonstrate and explain how movement patterns are influenced by space, force and time</p> <p><b>PL-4-PS-S-6</b>  Students will willingly try new movement and skills</p> <p><b>Academic Expectations</b>  <b>2.31</b> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p>

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	<ul style="list-style-type: none"> <li>• <i>Space awareness - where the body moves</i></li> <li>• <i>Time - how quickly the body moves</i></li> <li>• <i>Effort - how the body moves</i></li> <li>• <i>Relationship – relationships that occur while the body moves</i></li> </ul>	<p><b>2.34</b> Students perform physical movements skills effectively in a variety of settings.</p> <p><b>2.35</b> Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p><b>4.1</b> Students effectively use interpersonal skills.</p>

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<p><b>Weeks 19 - 30</b></p>	<p><i>PL-04-2.2.2</i>  <i>Students will explain the importance of practice for improving performance in games and sports.</i></p> <p><i>PL-04-2.2.4</i>  <i>Students will explain basic rules for participating in simple games and activities needed to make games fair.</i></p> <p><i>PL-04-2.2.5</i>  <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i></p>	<p><b>PL-4-LPW-U-3</b>  Students will understand that practice is a basic component for improving sport skills.</p> <p><b>PL-4-LPW-U-4</b>  Students will understand that rules impact the effective participation in physical activities.</p> <p><b>PL-4-LPW-U-5</b>  Students will understand that personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.</p> <p><b>PL-4-LPW-S-5</b>  Students will relate the concept of practice to the importance of learning new skills; explain why repeated appropriate practice contributes to increased skill development</p> <p><b>PL-4-LPW-S-6</b>  Students will when participating in a variety of physical activities and games:</p> <ul style="list-style-type: none"> <li>a) explain basic rules needed to make games fair</li> <li>b) identify the need for rules in social settings and choose appropriate behaviors</li> <li>c) demonstrate cooperation with partners and small groups</li> </ul> <p><b>PL-4-LPW-S-7</b>  Students will demonstrate and apply the concept of sportsmanship (e.g., complying with rules, responding appropriately) in games, sports and physical activities</p> <p><b>PL-4-LPW-S-8</b>  Students will explain how rules of play and sportsmanship for spectators and participants during games or activities can make them safe and enjoyable</p> <p><b>Academic Expectations</b>  <b>2.31</b> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p>

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