

Fourth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klisch, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fourth grade level, student's hand-eye coordination has improved, allowing for advanced instruction in individual and team activities. Fourth grade students are able to understand rules and the importance of following them. Student instructional groups/teams should be kept small to give all students the opportunity for successful participation. Students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications to provide them with success in physical education. Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify and express feelings resulting from challenges and successes.
- b. Choose activities that can be enjoyed alone and activities that include others.
- c. Select activities that are personally interesting and rewarding.
- d. Celebrate successes and achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Describe the importance of using sunscreen and protective clothing while participating in outdoor activities.
- b. Describe safety precautions associated with activity selection.
- c. Demonstrate persistence in skill development when not successful on the first attempt.
- d. Participate willingly in new activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Demonstrate personal responsibility for rules and procedures (e.g., manage equipment, stay on task, play fairly, and look out for the safety of self and others).
- b. Work cooperatively and productively (e.g., listen to instructions, organize and begin activities promptly, include all members of a group).
- c. Demonstrate conflict management skills (e.g., identify behaviors that might create conflict, predict consequences of conflict, and consider acceptable methods for managing it).
- d. Demonstrate support for others (e.g., provide encouragement, give skill cues, assist other students).

Objective 2: Recognize the attributes that individuals bring to group activities.

- a. Show respect for people of different backgrounds and skill levels and the cultural significance of various activities.
- b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior (e.g., praise, modification of activities, and positive gestures).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Describe the healthful benefits that result from regular and appropriate participation in physical activity.
- c. Maintain continuous aerobic activity for a specified time.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify and determine the functions of key vitamins and minerals vital to a healthy body (e.g., vitamins B and C, minerals, calcium, iron).
- b. Describe nutritional problems related to vitamin and/or mineral deficiencies.
- c. Describe the benefits of proper nutrition and exercise.
- d. Explain the role that heredity plays in growth and development.
- e. Design a balanced eating plan based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Use personal fitness assessment data to enhance understanding of physical fitness and to improve personal fitness levels.

- a. Identify how cardiovascular fitness is achieved and maintained.
- b. Monitor heart rate before, during, and after activity.
- c. Apply data from a standardized health-related fitness assessment to determine personal fitness goals (e.g., FitnessGram, President's Challenge, and Physical Best).
- d. Apply the FITT (Frequency, Intensity, Time, Type) Principle of Training to implement personal fitness goals and to identify personal strengths and areas for improvement.

Objective 4: Participate in a variety of moderate to vigorous physical activities.

- a. Identify daily activities that improve physical fitness (e.g., using stairs instead of an elevator, riding a bike instead of riding in a bus or car, playing outside instead of watching television or playing computer games).
- b. Participate in activities that improve cardiovascular endurance (e.g., running, power walking, in-line skating, swimming, hiking, bicycling, aerobic dancing, and cross-country skiing).
- c. Participate in activities that improve flexibility at major joints (e.g., stretching after warm-up activities).
- d. Participate in activities that improve muscular strength and endurance (e.g., push-ups, pull-ups, curl-ups, toe raises, lunges).
- e. Participate in regular physical activity at home, at school, and in the community.

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review the basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding leaping, galloping).
- b. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- c. Demonstrate the follow through in various sports skills (e.g., overhead throw, football pass, basketball set shot, soccer kick).
- d. Demonstrate correct form in various manipulative skills (e.g., basketball and soccer dribble, etc.).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Describe the basic rules of various sports and activities (e.g., basketball, soccer, flag football, volleyball, softball, and others).
- b. Perform throwing, catching, and kicking skills in game and modified sports activities (e.g., throw to a partner while he/she runs to catch; dribble and pass a soccer/basketball to a moving receiver; catch a thrown object; continuously strike a ball against a backboard or wall using a bat, racquet, or one's hand, foot, arm, or leg).
- c. Demonstrate moving to a rhythm in a variety of multicultural and American dances, creating shapes, levels, pathways, and movement patterns that have an apparent beginning, middle, and end.
- d. Demonstrate smooth sequences that combine four or more of the following movements: balancing, jumping/landing, twisting, turning, stretching, and other types of weight transfer.