

PE and Health: Grade Four

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Description

Students will be able to use motor skills, movement patterns, manipulative and rhythmic skills to perform a variety of developmentally appropriate physical activities. Students will understand strategies and tactics as they apply to performing physical activities.

Time Allocation
 40 minutes every 3 days

Texts/References
Assessments for Elementary P.E.
SPARK
P.E. Activities for Elementary
P.E. Curriculum Activities
Teaching for Outcomes in Elementary P.E.
Teaching Tumbling/Rhythm
Kids in Motion

Assessments
Formative
 Pre-assessments
 Demonstrates dribbling and passing a variety of objects
 Demonstrates throwing, catching and kicking skills
 Demonstrates tumbling sequence with smooth transitions
 Demonstrates transfer of weight from feet to hands
 Demonstrates balances with control on a variety of objects

Summative Assessments
 Teacher observation assessment
 Teacher-made post-test

Grades and Achievement Levels
 Grades are based on standard assessments
 Effort and participation assessments

Grade Level Expectations: PE Grade Four

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<ul style="list-style-type: none">• Understanding major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills• Providing and receiving feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	<ul style="list-style-type: none">• Understanding how the health-related components of fitness affect performance when participating in physical activity• Relationship between healthy nutrition and exercise• Recognizing the benefits derived from regular, moderate, and vigorous physical activity	<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none">• Identifying and describing the benefits, risks, and safety factors associated with regular participation in physical activity

Evidence Outcomes: PE Grade Four

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Dribbled and passed an object such as a basketball or soccer ball to a moving receiver 2. Threw, caught, and kicked to self or a partner 3. Demonstrated ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms 4. Developed and refined a gymnastics sequence that demonstrates smooth transitions 5. Developed and refined a creative dance sequence into a repeatable pattern 6. Jump and land for height and distance using mature form 7. Recognized and demonstrated agility, balance, coordination, power, speed, and reaction time in a variety of physical activities 8. Used a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement 9. Created a routine to music 10. Demonstrated balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line) 	<ol style="list-style-type: none"> 1. Explained the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.) 2. Identified the importance of correct body alignment for performing lower body stretches 3. Demonstrated an exercise that positively impacts each component of health-related physical activity 4. Measured and recorded personal heart rate before, during, and after moderate to vigorous exercise 5. Recorded water intake before, during, and after physical activity 6. Identified healthy choices for meals and snacks that help to improve physical performance 7. Explained how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities 8. Compared results of fitness testing to personal health status and ability to perform various activities 	<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Identified proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey 2. Described the correct form to push, pull, and lift heavy objects 3. Identified appropriate footwear and clothing for safe participation in various activities 4. Developed with an instructor’s help the safety rules for physical education, and create a list or poster 5. Listed the benefits of following and risks of not following safety procedures and rules associated with physical activity

Evidence Outcomes: PE Grade Four

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<p>11. Transferred weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels</p> <p>12. Distinguished and described the similarities and differences of manipulative skills such as punting and kicking, and overhand and underhand</p> <p>13. Used peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities</p> <p>14. Identified critical elements of movement skills when watching a video for self assessment</p>			

Grade Level Expectations: Health Grade Four

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none"> • Demonstrating the ability to set a goal to enhance personal nutrition status • Examination of the connection between food intake and physical health • Explaining that the dimensions of wellness are interrelated and impact personal health 	<ul style="list-style-type: none"> • Identification of the positive behaviors that support relationships • Comprehension of concepts related to stress and stress management 	<ul style="list-style-type: none"> • Identification of positive and negative uses for medicines • Demonstration of the ability to use interpersonal communication skills to avoid using tobacco • Demonstration of skills necessary to prevent a conflict from escalating to violence

Evidence Outcomes: Health Grade Four

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Set a goal to improve food choices based on appropriate nutritional content, value, and calories 2. Explained the importance of eating a variety of foods from all the food groups 3. Identified healthy foods (including snacks) in appropriate portion sizes 4. Explained that both eating habits and level of physical activity affect a person's overall well-being and ability to learn 5. Summarize body signals that tell people when they are hungry and when they are full 6. Explained the physical, social, and emotional dimensions of personal health and wellness and how they interact 7. Defined wellness 	<ol style="list-style-type: none"> 1. Discussed factors that support healthy relationships with friends and family 2. Described the characteristics of a friend 3. Discussed how culture and tradition influence personal and family development 4. Described different kinds of families, and discuss how families can share love, values, and traditions as well as provide emotional support, and set boundaries and limits 5. Identified the positive ways that peers and family members show support, care, and appreciation for one another 6. Identified personal stressors at home, with friends, in school and the community, and in the environment 7. Listed physical and emotional reactions to stressful situations 8. Identified positive and negative ways of dealing with stress 	<ol style="list-style-type: none"> 1. Described the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems 2. Demonstrated the ability to read, understand, and follow labels such as those on common household medicines 3. Summarized the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins 4. Described the steps to take if over-the-counter or prescription drugs are used incorrectly 5. Demonstrated effective verbal and nonverbal ways to refuse pressures to use tobacco 6. Described how to ask for help from a trusted adult in staying away from second-hand smoke 7. Examined the factors that influence a person's decision to use or not to use tobacco 8. Demonstrated simple conflict resolution techniques to diffuse a potentially violent situation

Evidence Outcomes: Health Grade Four continued

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>#7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>			<ol style="list-style-type: none"> 9. Described situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills 10. Discussed methods for making decisions to avoid conflicts or violence 11. Explained the positive alternatives to using violence 12. Explained the dangers of having weapons at home, in school, and in the community 13. Explained the importance of respecting the personal space and boundaries of others