

Health and Physical Education

GRADE 4

STANDARD 1

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

Benchmark 4.1.1: Develop fundamental physical skills and progress to complex movement activities as physically able

Indicators:

- 4.1.1.1 Develop, as physically capable, physical skills and learn to control body in motion
- 4.1.1.2 Be able to throw overhead with accuracy and force
- 4.1.1.3 Jump and land for height/distance using mature form
- 4.1.1.4 Balance with control on variety of objects
- 4.1.1.5 Transfer weight from feet to hands at fast and slow speeds using large extensions
- 4.1.1.6 Understand that appropriate practice improves performance
- 4.1.1.7 Throw a ball to a moving receiver
- 4.1.1.8 Strike an object toward a target or partner with an implement
- 4.1.1.9 Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip
- 4.1.1.10 Accurately recognize the critical element of a throw made by a fellow student and provides feedback to that student
- 4.1.1.11 Perform several dances moving with the beat of the music
- 4.1.1.12 Support, lift, and control body weight in a variety of activities

Available Assessments:

Softball Throwing/Catching (pg. 24)

Throwing (pg. 68)

Overhand Throwing (pg. 70)

Striking w/ Paddle (pg. 76)

Striking (pg. 78)

Batting (pg. 6)

Role Playing (pgs. 10-12)

Tumbling (pg. 82)

Benchmark 4.1.2: Incorporate rules and safety procedures into physical activities

Indicators:

- 4.1.2.1 Follow rules and safety procedures and practice sportsmanship and cooperation in supervised games and fitness activities
- 4.1.2.2 Use concepts of space awareness to move safely in a variety of group activities
- 4.1.2.3 Accept the teacher's decision regarding personal rule infraction without displaying negative reactions towards others
- 4.1.2.4 Share space and equipment equitably with partner or group
- 4.1.2.5 Cooperate with classmates without regard to personal differences
- 4.1.2.6 When given the opportunity arrange equipment safely in a manner appropriate to the task
- 4.1.2.7 Use equipment and space safely and properly
- 4.1.2.8 Take seriously their role to teach an activity or skill to two other classmates
- 4.1.2.9 Help a partner to improve performance/skill by evaluating the performance/skill
- 4.1.2.10 Assess their own performance problems without blaming others

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Available Assessments:

Behavior Self-Check (pg. 35)

Cooperation (pg. 39)

Cooperation Self-Reflection (pg. 40)

Solving A Problem (pg. 42)

Team-mate Evaluation (pg. 8)

Create-A-Problem-Solving/Cooperative Game Project (pg. 9)

Baseball Batting Clinic Performance Assessment (pgs. 13-14)

Juggling Clinic Performance Assessment (pgs. 84-85)

Benchmark 4.1.3: Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals

Indicators:

- 4.1.3.1 Develop a fitness vocabulary while participating in a variety of physical activities
- 4.1.3.2 Regularly participate in physical activity for the purpose of developing a healthy lifestyle
- 4.1.3.3 Regularly participate in physical activity for the purpose of improving fitness
- 4.1.3.4 Describe healthy benefits that result from regular and appropriate participation in physical activity
- 4.1.3.5 Identify at least one activity that they participate in on a regular basis (formal or informal)
- 4.1.3.6 Have beginning awareness of opportunities for more formal participation in physical activities in the community
- 4.1.3.7 Engage in appropriate activity that results in the development of muscular strength
- 4.1.3.8 Move each joint through a full range of motion
- 4.1.3.9 Participate in vigorous activities without undue fatigue
- 4.1.3.10 Be able to find and count their pulse
- 4.1.3.11 Maintain continuous aerobic activity for a specified time and/or activity
- 4.1.3.12 Use dynamic postural muscles and a vertical back when lifting objects
- 4.1.3.13 Practice healthy posture for sitting and standing using all postural muscles
- 4.1.3.14 Demonstrate exercises that strengthen the dynamic postural muscles
- 4.1.3.15 Perform safe stretching exercises that keep dynamic postural muscle groups and joints flexible

Available Assessments:

Muscle Stretch Research (pgs. 2-3)

Heart Beat Effort (pg. 64)

Fitness/PE Personal Goal (pg. 38)

Alternative Fitness Assessment (pg. 66)

Benchmark 4.1.4: Understand nutrition and food nutrients and how they affect physical performance and the body

Indicators:

- 4.1.4.1 Begin to recognize the importance of respecting our environment (such as recycling)
- 4.1.4.2 Identify the nutrients provided by a variety of foods and describe how body and physical performance are affected by food consumption
- 4.1.4.3 Understand the physical benefits of movement, fitness, and nutrition
- 4.1.4.4 Recognize the connection between movement, fitness and nutrition
- 4.1.4.5 Explore relationship of food nutrients to the food groups

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Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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GRADE 4

STANDARD 2

The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

Benchmark 4.2.1: Recognize patterns of growth and development

Indicators:

- 4.2.1.1 Identify and describe the structure and function of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, excretory)
- 4.2.1.2 Identify hereditary factors that affect growth
- 4.2.1.3 Become aware of physical, emotional, mental and social changes that occur with growth
- 4.2.1.4 Know and explain one's right to personal and physical safety

Benchmark 4.2.2: Understand the transmission and control of communicable and non-communicable diseases

Indicator:

- 4.2.2.1 Identify and demonstrate skills that help in the prevention of non-communicable diseases and reduce the risk of contracting communicable diseases

Benchmark 4.2.3: Acquire skills to live safely

Indicators:

- 4.2.3.1 Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community
- 4.2.3.2 Identify sources to ask for help in an emergency or crisis
- 4.2.3.3 Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help
- 4.2.3.4 Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and apply skills to resist any harmful use of substances
- 4.2.3.5 Understand methods used in marketing health products

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

The student *analyzes and evaluates the impact of real-life influences on health.*

To meet this standard, the student will:

Benchmarks 4.3.1: Understand how environmental factors affect one's health

Indicators:

- 4.3.1.1 Identify environmental factors that affect health
- 4.3.1.2 Describe the influence of nutrition on health and development

Benchmark 4.3.2: Gather and analyze health information

Indicators:

- 4.3.2.1 Use technology to access reliable information about health products and services
- 4.3.2.2 Identify messages about safe and unsafe behaviors such as tobacco or alcohol advertising

Benchmark 4.3.3: Use social skills to project health and safety in a variety of situations

Indicators:

- 4.3.3.1 Express emotions constructively and form safe and respectful relationship
- 4.3.3.2 Demonstrate social skills to keep out of trouble and resist pressure from others

Available Assessments:

Personal & Social Behavior Rubric (pg. 34)

Behavior Self-Check (pg. 35)

Benchmark 4.3.4: Understand how emotions influence decision-making

Indicators:

- 4.3.4.1 Recognize a variety of emotions and how they affect self and others
- 4.3.4.2 Develop a variety of strategies to express emotions

Available Assessments:

Personal & Social Behavior Rubric (pg. 34)

Behavior Self-Check (pg. 35)

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Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 4

The student *effectively analyzes health and safety information to develop health and fitness plans based on life goals.*

To meet this standard, the student will:

Benchmarks 4.4.1: Assess needs and resources

Indicators:

- 4.4.1.1 Identify performance strengths and weaknesses
- 4.4.1.2 Describe the benefits of healthy decisions
- 4.4.1.3 Identify how fitness and healthy living are required for some careers and occupations

Available Assessments:

Self-Assessment Mid-term Report (pg. 28)

Benchmark 4.4.2: Develop a health and fitness plan and a monitoring system

Indicators:

- 4.4.2.1 Set goals for improving health and fitness practices
- 4.4.2.2 Improve performance weaknesses

Available Assessments:

Self-Assessment Mid-term Report (pg. 28)

Report of Student Progress in PE (pg. 29)

PE Rubric (pg. 30)

PE Summary Worksheet (pg. 33)

Fitness/PE Personal Goal (pg. 38)

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!****

Key: 1 Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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