

Fourth Grade P.E. Curriculum

Curriculum Heading	District Curriculum Statement	Aligned State Standards	Teacher Resources	Performance Indicators
Physical Competency	Demonstrate control when performing combinations and sequence in locomotor, non-locomotor and manipulative motor patterns.	19.A.1	Teacher /Directed Activities	The student will be able to: 1. Apply safe moving practices with some teacher prompts. 2. Demonstrate a proper form while executing all locomotor and non-locomotor movements. 3. Use correct form executing selected manipulative skills.
Movement Awareness	Identify the principles of movement (e.g., absorption and applications of force, equilibrium).	19.B.2	Teacher Directed Activities	The student will be able to: 1. Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside). 2. Participate successfully in obstacle course activities. 3. Participate successfully in dodging/fleeing activities without running into other or objects 4. Participate, with teacher prompts, in physical activities without interfering with others or objects. 5. Identify simple cues involved in weight transfer and balance movements. 6. Demonstrate the manipulation of objects to change directions and/or distance.
Rules/ Safety Procedures	Identify and apply rules and safety procedures in physical activities.	19.C.2a	Teacher Directed Activities Regarding Rules and Safety Practices	The student will be able to: 1. Follow class rules, procedures, and safety practices. 2. Demonstrate understanding of personal and group safety. 3. Participate safely in group physical activity. 4. Identify necessary precautions to avoid injury.

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Collaborative Skills	Identify offensive, defensive and cooperative strategies in selected activities and games.	19.C.2b	Teacher Observation	The student will be able to demonstrate offense and defense in activities, game, or sports.
Physical Fitness	Describe the benefits of maintaining a health-enhancing level of fitness.	20.A.2a	Teacher Directed Activities	The student will be able to: 1. Match a variety of physical activities to their fitness component. 2. Identify what activities will improve health-related fitness. 3. Discuss the benefits of physical activity. 4. Differentiate between risks and benefits of health-related fitness activities 5. Discuss the importance of warm-up and cool down.
Health and Fitness	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.	20.A.2b	Teacher Directed Activities	The student will be able to participate in health-related fitness activities.

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Personal Fitness	Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	20.B.2a	Teacher Directed Activities	The student will be able to: 1. Monitor the physiological changes occurring during moderate physical activity. 2. Engage in activities that help achieve the target heart rate zone for a specific amount of time. 3. Explain the immediate effects of exercise on the body. 4. Explain effects of physical activity on the body when changing the level of intensity.
Personal Fitness	Set a personal health-related fitness goal.	20.C.2a.	Fitness Test	Test Scores on Presidential Test
Personal Fitness	Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio respiratory, tug-of-war/strength).	20.C.2b	Fitness Test	Test Scores on Presidential Test
Teamwork	Accept responsibility for their own actions in group physical activities.	21.A.2a	Self Management	The student will be able to: 1. List the class procedures followed for participating in physical activity. 2. Identify individual behaviors that need to be changed in a group. 3. Give examples of ways to settle disagreements.

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Rules/ Safety	Use identified procedures and safe practices without reminders during group physical activities.	21.A.2b	Teacher Directed Group Activities	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify the safety procedures followed when participating in physical activity in class. 2. Participate safely in group physical activity. 3. Follow rules and directions when participating in group physical activity. 4. Complete a task in a given amount of time when participating in a group physical activity.
Responsibility	Work independently on tasks until completed.	21.A.2c	Roles Within Group Activities	<p>The student will be able to perform individual roles when participating in group physical activity.</p>
Teamwork	Work cooperatively with a partner or small group to reach a shared goal during physical activity.	21.B.2	Cooperative Learning	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify safety procedures followed when participating in structured group physical activity. 2. Perform cooperatively with a partner when participating in a structured group physical activity. 3. Complete a task with a partner or group physical activity. 3. Complete a task with a partner or group in a given amount of time during group physical activity. 4. Recognize the need for individual and shared goals during group physical activity.

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Growth and Development	Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	23.A.2	Teacher Directed Activities	The student will be able to: <ol style="list-style-type: none"> 1. Locate the brain, heart, lungs and stomach. 2. Recognize muscles of the body. 3. Locate bones in the body.
Health and Fitness	Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	23.B.2.	Teacher Directed Activities	The student will be able to: <ol style="list-style-type: none"> 1. Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses. 2. Choose healthy foods. 3. Explain how health choices affect the performance of the body's systems. 4. Explain the functions of major nutrients. 5. List choices that have a positive influence on health, as pertains to nutrition and fitness. 6. List choices that have a negative influence on health, as negative influence on health, as pertains to nutrition and fitness.

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Health and Fitness	Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness.)	23.C.2a		<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/allergies; pollution/ respiration). 2. Classify health choices that are learned from peers, or the media as being healthy or unhealthy 3. Examine factors and behaviors that affect growth 4. Recognize ingredients listed on food labels. 5. Describe how family, friends, and peers affect food choices. 6. Identify how emotions/feelings affect eating behaviors 7. Demonstrate respect for other’s feelings rights, and property.
Growth and Development	Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	23.C.2b		Addressed in Science Standard #12.A.2a (Describe simple life cycles of plants and animals and differences in their offspring)
Conflict Resolution	Identify causes and consequences of conflict among youth.	24.A.2a		<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify consequences of conflict. 2. Identify behaviors that reflect cooperation. 3. Describe the effects of negative or unsafe behaviors on others. 4. Tell how a person avoids conflict in a non-violent way.

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Communication	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversations, attentive listening, body language).	24.A.2b		The student will be able to demonstrate the ability to communicate in group situation
Health and Fitness	Describe key elements of a decision making process	24.B.2.		The student will be able to: 1. Describe how basic cleanliness protects your health. 2. Recommend safe choices to positively affect health. 3. Know possible positive and negative consequences of health-related choices. (as it pertains to nutrition and fitness)
Peer Pressure	Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation)	24.C.2.	DARE	The student will be able to identify characteristics of peer pressure.