

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fourth Grade

1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.1 Develop fundamental and complex movement skills, as developmentally appropriate			
1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency	<p>Demonstrate manipulative skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Throw accurately with mature form to a moving target • Catch with mature form objects thrown at different levels • Kick/pass/punt a ball while moving • Foot dribble around objects with control • Hand dribble at various speeds with control • Strike using a manipulative with several forms (i.e., backhand, forehand, underhand, batting) • Volley in succession to a partner <p>Demonstrate mature form in locomotor patterns and non-locomotor skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Demonstrate rhythmic movement during activities (jump rope, step box) • Dynamic balance with control (e.g., cartwheels, balance beams, unicycling) • Design and perform repeatable sequences of rolling and weight transfer activities with smooth transition 		

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fourth Grade

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.2 Safely participate in a variety of developmentally appropriate physical activities			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	Apply rules and safety procedures while participating in a variety of physical activities <ul style="list-style-type: none"> • Proper use of equipment • Maintain body control in general and personal space • Follow classroom/school rules • Follow rules as they apply to specific activities • Demonstrate safe play 		
1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	Identify and define components of fitness (muscular strength and muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and the concepts of fitness for daily living <ul style="list-style-type: none"> • Define the components of fitness, and how they are used in daily living • Monitor self progress in a teacher-designed fitness log (i.e., activity log, assessment data) 		
1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition			
1.4.1a Identify how bodily function and physical performance are affected by food consumption	Describe how bodily function and physical performance are affected by food consumption <ul style="list-style-type: none"> • List the key nutrients (carbohydrates, proteins, fats) in appropriate food groups • Analyze caloric intake and expenditure 		
1.4.1b Recognize the benefits of movement, fitness, and nutrition	Recognize the benefits of movement, fitness, and nutrition <ul style="list-style-type: none"> • Identify the various components of fitness related to the activity pyramid 		

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fourth Grade

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. (Essential Academic Learning Requirement)

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.1 Recognize patterns of growth and development			
<p>2.1.1a Describe the structure and function of human body systems</p> <p>2.1.1b Identify hereditary factors that affect growth and development</p> <p>2.1.1c Describe the influence of nutrition on health and development</p>	<p>Understand the structure and function of human body systems</p> <ul style="list-style-type: none"> • Identify basic body systems (nervous, muscular, cardio/circulatory) • Demonstrate how the body systems function (nervous, muscular, cardio/circulatory) <p>Identify hereditary factors that affect growth and development</p> <ul style="list-style-type: none"> • Recognize hereditary factors that affect growth and development <p>Understand the influence of nutrition on health and growth/development</p> <ul style="list-style-type: none"> • Recognize how dietary habits (food selection) affect overall health, and growth/development 	<p>“All About Life” (F.L.A.S.H.) Curriculum</p> <ul style="list-style-type: none"> • Lesson 12, pg. 105 • Lesson 14, pg. 119 	
2.2 Understand the concept of control and prevention of disease			
<p>2.2.1a Identify skills that help in the prevention of non-communicable diseases</p> <p>2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases</p>	<p>Understand the skills that control and prevent non-communicable diseases</p> <ul style="list-style-type: none"> • Identify healthy practices for the prevention of non-communicable diseases (heart disease, Type II diabetes, cancer) • Identify the practices that reduce risk factors for non-communicable disease (smoking) <p>Understand the skills that control and prevent communicable diseases</p>	<ul style="list-style-type: none"> • Lesson 13, pg. 11: Staying Healthy 	

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fourth Grade

<p style="text-align: center;">Benchmark 1 Fourth Grade</p>	<p style="text-align: center;">A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)</p>	<p style="text-align: center;">Instructional Materials and Resources</p>	<p style="text-align: center;">Assessment Strategies and Resources</p>
<p>2.3 Acquire skills to live safely and reduce health risks, <i>continued</i></p>			
<p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	<p>Know the sources to ask for help in an emergency or crises</p> <ul style="list-style-type: none"> • Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire 911, poison control, neighbor, self) • Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed) <p>Know the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <ul style="list-style-type: none"> • Compare definitions of stress (eustress** and distress) • Identify signals of stress • Select appropriate help (who, when, how) <p>Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p> <ul style="list-style-type: none"> • Demonstrate skills involved in avoiding risky situations (including refusal skills) • Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents) 	<p>“All About Life” (F.L.A.S.H.) Curriculum</p> <ul style="list-style-type: none"> • Lesson 11, pg. 99: Relaxation 	

**helpful stress

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Health & Fitness Curriculum
Fourth Grade

3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.1 Understand how environmental factors affect one's health			
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3.2 Gather and analyze health information			
3.2.1a Determine reliable sources of health information	<p>Know reliable sources of health information</p> <ul style="list-style-type: none"> • List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.) • Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information 		
3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>	<p>Understand the messages about safe and unsafe behaviors</p> <ul style="list-style-type: none"> • Identify the techniques the media uses for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products) • Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video) • Recognize hidden messages (<i>happier, richer, fit-in, join the crowd</i>) 		

* Not formally addressed at this grade level

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fourth Grade

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.3 Use social skills to promote health and safety in a variety of situations			
3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others	Apply social skills to keep out of trouble and resist pressure from others <ul style="list-style-type: none"> • Demonstrate how to avoid risky situations • Demonstrate using appropriate social skills in all settings 		
3.4 Understand how emotions influence decision making			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships 3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	Know how to express emotions in healthy ways and form safe and respectful relationships <ul style="list-style-type: none"> • Develop strategies to choose appropriate emotional responses affecting relationships Recognize and understand emotions and how they affect decision-making <ul style="list-style-type: none"> • Use strategies to resolve emotional situations affecting self and others • Chose appropriate emotional-response strategies 		

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Health & Fitness Curriculum
Fourth Grade

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)

Benchmark 1 Fourth Grade	A Peninsula Fourth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
4.1 Analyze health and safety information			
4.1.1 Identify how fitness and healthy living are important for life goals	<p>Apply the components of fitness used at home, school, and in the community</p> <ul style="list-style-type: none"> • Illustrate (i.e., fitness log, portfolio, and journaling) the physical fitness components used to perform age appropriate activities (chores, jobs, play) <p>Apply principles of safety within the components of fitness</p> <ul style="list-style-type: none"> • Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play) 		
4.2. Develop a health and fitness plan and a monitoring system			
4.2.1 Set daily goals for improving health and fitness practices	<p>Define and set goals for improving health and fitness practices</p> <ul style="list-style-type: none"> • Evaluate and apply health and fitness practices as it impacts daily health to avoid disease (stress, diet, regular exercise) 		