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GRADE 4 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

| <p><i>A. Personal Health</i> <i>B. Growth and Development</i></p> <p><i>C. Nutrition</i> <i>D. Diseases and Health Conditions</i></p> <p><i>E. Safety</i> <i>F. Social and Emotional Health</i></p> | | |
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| <p>Benchmarks By the end of Grade 4 at developmentally appropriate levels of increasing complexity and skill, all students should:</p> | <p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 4 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of Students' progress toward proficiency:</p> |
| A. Describe and demonstrate the personal hygiene practices that support wellness. | Explain the need for regular checkups, eye examinations, dental examinations, and the importance of cleanliness, grooming, and rest. | Share ones experience with self examinations, and list the differences in grooming. / Small group interaction |
| B. Describe each human life stage and the physical changes that occur at each stage. | Compare the physical changes that occur between male and female during each stage. | Compare and contrast the physical changes that occur in childhood, adolescence and adulthood. / Guided questioning, chart |
| C. Classify foods by food group, food source, nutritional content and nutritional value. | Identify the six (6) classes of nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral and water). | Create a healthy menu for breakfast, lunch, and dinner. / Small group interaction, computers |
| D. Investigate ways to treat common childhood diseases and health conditions. | Describe ways to avoid from getting heart, and other diseases and conditions. | Create a chart of communicable and chronic diseases. / Computer program, small group presentation |

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| <p>E. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.</p> | <p>Identify ways to assess choking and breathing emergency situations, and explain the care of minor burns and wounds.</p> | <p>Create a first aid kit and explain when to call 911. / Small group, class discussion</p> |
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| <p>F. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.</p> | <p>Explain the importance of practicing life skills for life long wellness.</p> | <p>List an example for each: Express how emotions benefit one relate to others. Express how emotions helps one solve problems. Express how emotions benefits ones health. / Chart emotions, small group and list, artwork</p> |
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RESOURCES

1. *Texts*
2. *Books*
3. *Charts, paper and writing instrument (for teachers use)*
4. *Materials*
5. *Compute – internet*

GRADE 4 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

| <p><i>A. Communication</i> <i>B. Decision Making</i></p> <p><i>C. Planning and Goal Setting</i> <i>D. Character Development</i></p> <p><i>E. Leadership, Advocacy and Service</i> <i>F. Health Services and Careers</i></p> | | |
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| <p>A. Present health information, orally and in writing to peers.</p> | <p>Identify health helpers and explain their role in the community.</p> | <p>Make flash cards listing various locations in the community, such as schools, hospital, downtown agencies, fire stations, etc. /</p> <p>List, small groups</p> |
| <p>B. Discuss how parents, peers, and the media influence health decisions and behaviors.</p> | <p>Understand decision making skills and the effects on behaviors.</p> | <p>Evaluate how these factors can affect your health by creating, individual project, and question/answer. /</p> <p>Small group and individual project</p> |
| <p>C. Describe ways to support the achievement of health goals.</p> | <p>Identify short and long-term health goals.</p> | <p>List risky behaviors and replace it with a healthy behavior list. /</p> <p>Small group, interaction, class discussion</p> |
| <p>D. Discuss how an individual's character positively impacts individual and group goals and successes.</p> | <p>Explain positive character traits vs. negative character traits.</p> | <p>Provide students a prompt (scenario) regarding a non-team player, and act out problems that may occur. /</p> <p>Small group, role-play</p> |

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| <p>E. Acknowledge the contributions of group members, and choose appropriate ways to motivate them and celebrate their accomplishments.</p> | <p>Analyze the contributions made by group members, and discuss ways to motivate others to celebrate their contributions.</p> | <p>Create a certificate of achievement and list ways to motivate introverted individuals to participate.</p> <p>Poster design, list, and small group interaction</p> |
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| <p>F. Describe and demonstrate ways how to seek help for a variety of health and fitness concerns.</p> | <p>Discuss where to find assistance in the community and list a variety of methods to discover resources.</p> | <p>List services that help keep people healthy. Create a radio or TV commercial describing the object or service for health and/or fitness. /</p> <p>List, computer internet, small group</p> |
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RESOURCES

1. *Texts*
2. *Books*
3. *Materials*
4. *Tape recorder*
5. *Computer internet*

GRADE 4 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

| A. Medicines | | | B. Alcohol, Tobacco and Other Drug | | | C. Dependency/Addiction and Treatment | | |
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| Benchmarks By the end of Grade 4 at developmentally appropriate levels of increasing complexity and skill, all students should: | | | Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 4 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | | | Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency: | | |
| A. Identify commonly used medicines, and discuss their uses | | | Explain the difference between a drug and (OTC) over –the-counter medicines. | | | Prepare a skit showing healthy behaviors toward drugs and medicine. Include safety precaution in using drugs. / Small group interaction, presentation | | |
| B. Describe the short- and long-term physical effects of tobacco use. | | | Identify the hazards of tobacco use and other possible addictions. | | | Discuss the reasons people start smoking and brainstorm alternate ways to satisfy desires. / Small group, list, and class presentation, other resources | | |
| C. Identify where individuals with a substance abuse problem can get help. | | | Discuss where to find assistance in the community and local agencies. | | | Use the computer phone book to list community agencies that assist in substance abuse. / Create a pamphlet with agencies and numbers listed. / Computer, class discussion, artwork display | | |

RESOURCES

1. *Texts*
2. *Books*
3. *Materials*
4. *Tape recorder*
5. *Computer internet*

GRADE 4 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

| A. Relationships | | | B. Sexuality | | | C. Pregnancy and Parenting | | |
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| Benchmarks By the end of Grade 4 at developmentally appropriate levels of increasing complexity and skill, all students should: | | | Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 4 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | | | Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency: | | |
| A. Compare the roles, rights, and responsibilities of various family members. | | | Compare and contrast different roles of various members in a family and tell how its members affect to one's life. | | | Create a skit displaying different roles that family members play. / Create a comic strip demonstrating the affect family member's play. / Role-playing creative writing | | |
| B. Discuss why puberty begins and ends at different ages for different people. | | | Understand the various influences that affect puberty (i.e. culture, diet, heredity, etc.). | | | List five (5) columns labeled physical, mental, emotional, family and social and show how puberty affects the above. / Give an example of each type of growth. / List, class discussion, and small group interaction | | |
| C. Discuss how the health of the birth mother impacts the development of the fetus. | | | Describe the importance of prenatal care (i.e. diet, exercise, checkups, etc.). | | | Create a list of healthy and unhealthy behaviors for an expecting mother. / Small group, list, class discussion, guided questions and answers | | |

RESOURCES

1. Texts
2. Books
3. Materials
4. Tape recorder
5. Computer internet

GRADE 4 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

| <p><i>A. Movement Skills</i> <i>B. Movement Concepts</i> <i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i> <i>E. Sports Psychology</i></p> | | |
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| <p>Benchmarks By the end of Grade 4 at developmentally appropriate levels of increasing complexity and skill, all students should:</p> | <p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 4 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p> |
| <p>A. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine and trap-dribble-shoot).</p> | <p>Demonstrate and execute selected rhythmic movement skill patterns and activities.(i.e. dance, aerobics)</p> | <p>Create individual routines for assessment and creativity in a rhythmic pattern. /</p> <p>Demonstration, skill assessment (holistic scoring.)</p> |
| <p>B. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.</p> | <p>Demonstrate the ability to change direction and position without lost of balance.</p> | <p>List the fundamental principles used in everyday activities. /</p> <p>List and compare with class, class discussion</p> |
| <p>C. Explain the use of simple strategies, including player positioning, faking and dodging, and defending space.</p> | <p>Identify offensive and defensive strategies and techniques.</p> | <p>Participate in game situations and demonstrate strategies. /</p> <p>Observation, written and practical assessment</p> |
| <p>D. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>Apply game rules and safety rules governing activities.</p> | <p>Write a paragraph about the importance of safety in physical activity. /</p> <p>Computer, class discussion</p> |

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| E. Describe a variety of mental strategies used to prepare for physical activity. | | | Execute and maintain a positive attitude towards life-long activities. | | | Students will chart the activity, safety rules and equipment and list the benefits for the physical life time activity. / Chart, small groups | | |
| RESOURCES | | | | | | | | |
| <ol style="list-style-type: none"> 1. <i>Gymnasium or large space conducive to movement</i> 2. <i>Equipment – balls, jump ropes, cones, etc.</i> 3. <i>Video recorder and television</i> | | | | | | | | |

GRADE 4 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

B. Training

C. Achieving and Assessing Fitness

| <p>Benchmarks By the end of Grade 4 at developmentally appropriate levels of increasing complexity and skill, all students should:</p> | <p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 4 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p> |
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| <p>A. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.</p> | <p>State the value of continuing physical fitness activities throughout life.</p> | <p>Discuss the personal and social benefits of a physically active way of life. /</p> <p>Charts, class discussion</p> |
| <p>B. Describe and apply the training principle of frequency, intensity, and time (FIT) during physical activity.</p> | <p>Explain the five components of fitness (muscular, circulatory, skeletal, flexibility, and respiratory.)</p> | <p>Identify the five components and list the physical activities which develop each component. /</p> <p>Small group and list</p> |
| <p>C. Maintain continuous aerobic activity for a specified time period.</p> | <p>Complete/execute increased aerobic activities.</p> | <p>Chart progress of aerobic exercise for endurance. /</p> <p>Student participation, chart, checklist</p> |

RESOURCES

1. *Gymnasium or space for activity*
2. *PE equipment – ropes, balls, scooters, cones, etc.*
3. *Video recorder and **television***