

Fourth Grade Standards

Information on Elementary P.E. Standards for Classroom Teachers

Information contained in this document comes from a multitude of websites as well as the knowledge of the SRVUSD Elementary P.E. Specialists. The information is meant to be used as a guideline for helping classroom teachers understand the details of some of the elementary physical education standards.

It is strongly suggested that classroom teachers work with their P.E. Specialist on which standards they should cover in the classroom.

Music for dance standards can often be purchased through sites such as iTunes.

Equipment needed for most standards covered in this document are minimal or the P.E. Specialist should already have them. However, on the reference page are some P.E. equipment websites if items are needed.

It is strongly suggested that classroom teachers work with their grade level peers in creating lesson plans and sharing the responsibility of teaching a standards based physical education program.

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Note: This information has been compiled for use by teachers in SRVUSD only!

FOURTH GRADE

Locomotor Movement

1.5 – Jump a self-turned rope

- Jump landing on two feet/jump on one foot
- Turn jump rope forwards or backward
- Criss-cross jump
- Partner jumping – two people jumping in one rope
- See Movement & Locomotor Concepts Section for jump rope activities

Rhythmic Skills

1.21 – Perform a series of basic square dance steps

- Square dance is a folk dance with four couples (eight dancers) arranged in a square, with one couple on each side
- See activity in Rhythmic Skills section titled “Fairbanks Fast Square”
- See handout in Rhythmic Skills section called “Basic Square Dance Rules”
- Go to <http://www.squaredancecd.com/sdance.htm> for a video demonstration on a few basic moves
- Go to <http://www.erckids.com/summary.asp?id=12> to purchase a CD with instructions on basic square dancing – “Get Ready To Square Dance” and “Square Dancing Made Easy”

1.22 – Perform a routine to music that included even and uneven locomotor patterns

- Examples of even patterns are walking, jogging, hopping and jumping
- Examples of uneven patterns are skipping, leaping and galloping
- See activities in Rhythmic Section titled “Jumping Jack Mania”, “Great Balls of Fire”, “Disco Dances” and “It’s Electric”
- See activity in Rhythmic Section called “Dance: Elementary Lesson Plans”

2.10 – Design a routine to music that includes even and uneven locomotor patterns

- After completing Standard 1.22, have students work in small groups to create and perform a routine using even and uneven locomotor patterns

Fitness Concepts

4.2 – Explain the principles of physical fitness: frequency, intensity, time and type

- The F.I.T.T. principle relates to the four basic rules of an effective training program
- Frequency – The number of times an exercise or activity is performed. Frequency is generally expressed in sessions, episodes, or bouts per week
- Intensity – Intensity refers to how much work is being performed or the magnitude of the effort required to perform an activity or exercise
- Time – The length of time in which an activity or exercise is performed
- Type – what type of activity you are doing (e.g., strength, endurance, etc.)
- See “FITT” article in Fitness Concepts Section

4.3 – *Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores*

- See Assessment Section for lesson plans on Goal Setting

4.4 – *Identify healthful choices for meals and snacks that help improve physical performance*

- **The Magic School Bus - Inside the Human Body** by Joanna Cole is a delightful children's story which provides students with an overview of how the food we eat travels through our bodies. The book can be read to a class in about twenty minutes.
- See activity on “Classifying Foods” in Fitness Concepts Section
- Create a chart of “Healthy Foods” for increasing physical performance and “Non-Healthy Foods”
- Discuss which food category each item on the chart fits into – Grains, Fruits, Vegetables, Dairy or Protein Group

4.5 – *Explain why the body needs water before, during and after physical activity*

- The majority of our body is made up of water (60% adult male and 55% adult female with children somewhere below 75%)
- Our bodies need water to work properly
- We lose water when we sweat, go to the bathroom, or throw-up
- During exercise our body regulates its core temperature through sweat. As a result, we often secrete more water than we take in which can lead to imbalances such as cramps, dehydration, heat stroke, heat exhaustion, etc.
- Dehydration is the most common imbalance – it means your body does not have enough water to work properly
- The feelings of thirst do not occur until **after** someone is dehydrated
- Drinking water after exercise replenishes the fluids lost during exercise
- Drinking before, during, and after exercising (or an event) is the best way to stay hydrated. Don't wait until you're thirsty. Water is the best choice. Fruit juice mixed with water is another refreshing drink. But avoid sodas, especially caffeinated ones.
- A sports drink is OK once in a while, but remember that these drinks have a lot of sugar and calories. Water is still the best drink for your body and it contains no calories. See articles “Why Children Have Special Hydration Needs” and “Fluid Guidelines for Young Athletes” in the Fitness Concepts Section

4.6 – *Explain why the body uses a higher percentage of carbs for fuel during intense physical activity and a higher percentage of fat for fuel during low-intensity physical activity*

- See articles in Fitness Concepts Section called “Nutrition Reference Guide”, “Sports Nutrition – Protein”, “Sports Nutrition – Carbs” and “Sports Nutrition – Fat”

4.7 – *Explain the purpose of warm-up and cool-down periods*

- See the article titled “Aerobic Exercise: How to Warm-Up and Cool Down” in the Fitness Concepts Section

Aerobic Capacity

4.8 – *Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals*

- Ask P.E. Specialist how they have taught students to check their heart rate
- Go to <http://www.smm.org/heart/lessons/top.html>

🌀 Lesson 1 – Pulse of Life

4.9 – Explain why a strong heart is able to return quickly to its resting heart rate after exertion

- The more efficient and healthy your heart is, the quicker you return to your pre-exercising heart rate will be

4.10 – Identify two characteristics of physical activity that build aerobic capacity

- Increase in heart rate (aerobic=60-90% in children), increase in body temperature, use large muscle groups
- To increase aerobic capacity activity should be continuous for at least 15 minutes so muscles will tire.

Muscle Strength & Endurance

4.12 – Describe the difference between muscular strength and muscular endurance

- Muscle strength - The ability of the muscles to exert maximum force
- Muscle endurance - The ability of the muscles to repeatedly exert themselves over a period of time

4.13 – Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children

- Until puberty, muscle mass does not typically increase with physical activities
- Muscles usually become stronger and leaner with physical activity in pre-puberty children

Flexibility

3.6 – Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, hip adductors and calves

- Talk to the P.E. specialists and repeat stretching routine in classroom after doing some warm-up exercises (ex – jogging in place, jumping jacks, windmills, arms circles, etc.)
- Great to do just before a test to get the blood flowing
- Stretching helps to reduce injury, and increase mobility and range of motion

4.16 – Explain the value of increased flexibility when participating in physical activity

- See article in Flexibility Section titled “Flexibility-Benefits”

Assessment

3.8 – Measure and record changes in aerobic capacity and muscular strength, using scientifically based health related physical fitness assessments (California Physical Fitnessgram test - PFT)

- Check with your P.E. Specialist to see if they complete the PFT(required for 5th, 7th and 9th grade students in California) and/or the Presidential Physical Fitness Test
- Ask P.E. Specialist which **specific** tests they complete for the Presidential; tests for the PFT are mandated by the district
- Use the scores from one of these tests to record changes over the course of the school year
- See handouts in Assessment Section called “Fitnessgram Tests” (note that the district uses the * tests), “Healthy Fitness Zones for Females & Males” and “Presidential Physical Fitness Award – 85th Percentile”
- Give students the opportunity to practice Presidential and PFT test throughout the school year; record at least fall and spring scores to note improvements

3.9 – Meet minimum requirements for health related physical fitness, using scientifically based health related physical fitness assessments (California Physical Fitnessgram test or Presidential Physical Fitness Test)

- Use the benchmarks referred to in Standard 3.8 to work with students who are not meeting the minimum requirements

Self-Responsibility

5.1 – Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time

- See Assessment Section for lesson plans on Goal Setting

5.2 – Collect data and record progress toward attainment of a personal fitness goal

- See Assessment Section for lesson plans on Goal Setting