

STUDENT LEARNING GOALS

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly more complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles in individual movement performances, and tactical strategies in simple partner activities. Fitness assessment is appropriate at this grade level, and students make interpretations of results and set personal goals based on the results of their assessments. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures.

WEB LINKS: <http://www.planetwellness.com/> <http://www.yahooligans.com/>
<http://www.teach-nology.com> [Funbrain.com](http://www.funbrain.com)
 American Heart Association - Heart Power - <http://www.americanheart.org>

SKILLED MOVEMENT

- Refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
- Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/ basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
- Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances, combining shapes, levels, pathways, and locomotor patterns, and having apparent beginning, middle, and end).
- Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

PERSONAL FITNESS

- Correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
- Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).
- Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
- Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.

RESPONSIBLE BEHAVIORS

- Demonstrate positive interactions with others in cooperative and competitive physical activities.
- Work productively and respectfully with others in achieving a common group goal.
- Work toward positive solutions in resolving disagreements.
- Demonstrate appropriate etiquette and application of rules and procedures.
- Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

MOVEMENT PRINCIPLES AND CONCEPTS

- Understand and apply movement concepts and principles in complex motor skills.
- Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
- Apply movement principles and concepts to basic game strategies.
- Use movement principles to improve personal performance and provide feedback to others.

PHYSICALLY ACTIVE LIFESTYLE

- Identify opportunities to participate in regular physical activity at home, at school, and in the community.



What is a 5 A Day Serving?

Here are some general guidelines about what counts as a serving for 5 A Day.



- 1 medium-sized piece of fruit (e.g. banana, apple, orange, pear)
- 1 cup raw, leafy vegetables (e.g. lettuce, spinach) or salad
- 1/2 cup cut-up fresh fruit or canned fruit, canned in its own juices
- 2 cup cooked or canned vegetables
- 3/4 cup (6 fluid ounces) 100% fruit juice
- 4 cup (6 fluid ounces) 100% vegetable juice
- 1/4 cup dried fruit (e.g. raisins, dried apricots, prunes)
- 2 cup cooked or canned beans, peas or lentils

As you can see, the serving sizes are quite small, which means eating 5 A Day is easy!

<http://www.dole5aday.com/>

DEFEAT THE HEAT

DEHYDRATION IS PREVENTABLE

Think of fluids as essential safety equipment for sports, like a bicycle helmet or shin guards – always pack a squeeze bottle for your child’s practice or game.

Leading health professional organizations recommend kids drink at regular intervals, not just when thirsty. By the time thirst kicks in, they’re likely already dehydrated.



- For kids less than 90 lbs., it will help to drink 3-6 oz. of fluid one hour before activity.
- For kids more than 90 lbs., it will help to drink 6-12 oz. one hour before activity.

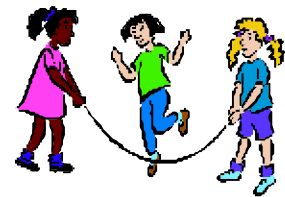
<http://www.defeattheheat.com/prevention/html>



JUMP ROPE FOR HEART teaches students

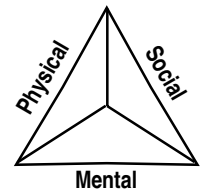
the benefits of physical activity and how to keep their heart healthy.

<http://www.americanheart.org/>



Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Students are provided daily wellness-related physical fitness activities through Star Track...The Fit Generation program, jogging programs, and early morning workouts during daily physical activity sessions with classroom teachers and weekly physical education classes.

Wellness-related fitness is for everyone. Students are taught skills that will help them develop regular physical activity habits for a lifetime. Students are taught to maintain a level of fitness within the “Wellness Zone” for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms. (see chart)



Virginia Wellness-Related Physical Fitness Assessments include:

Upper Body Strength - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities, animal walks (seal, crab, bear).

Abdominal Strength - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts, V-ups, lay on back and lift head and toes.

Flexibility - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching, Star Track stretch routine.

Aerobic Capacity - measured by the One-Mile Run/Walk. The 1/2 mile option may be used for younger grades. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling or aerobics.

Wellness-related physical fitness norms

| | Age | Abdominal Strength Curl-ups | Upper Body Strength Pull-ups or Flexed arm hang | Flexibility Sit & Reach or V Sit & Reach | Aerobic Capacity Mile |
|----------------------|-----|--------------------------------|---|---|--------------------------|
| Girl's Wellness Zone | 9 | 27-38 | 1-2 4-10 | 25 – 32 1.0 – 5.0 | 12:48-10:03 |
| | 10 | 27-38 | 1-2 4-10 | 26 – 32 1.0 – 5.0 | 12:30-9:30 |
| | 11 | 29-40 | 1-2 6-12 | 26 – 33 1.5 – 6.0 | 12:00-9:00 |
| Boy's Wellness Zone | 9 | 29-40 | 1-2 4-10 | 23 – 30 1.0 – 3.0 | 11:20-8:47 |
| | 10 | 32-43 | 1-2 4-10 | 22 – 29 1.0 – 3.0 | 11:30-9:00 |
| | 11 | 34-45 | 1-3 6-13 | 23 – 30 1.0 – 4.0 | 11:00-8:30 |

The lower end of each wellness-related fitness zone represents a health-related, disease prevention level of physical fitness. The upper end of each zone represents an athletic performance related level of physical fitness.