

WELLNESS & FITNESS

LENGTH OF TIME: 1 year
30 PE classes, 45 minutes/class
30 HLTH/Fitness classes, 45 minutes/class

GRADE LEVEL: 4

DESCRIPTION OF COURSE:

Students will be involved in a variety of physical activities to develop, reinforce, and enhance the basic components of total body fitness and lead up skills to team/lifetime activities.

The wellness program will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.

COURSE STANDARDS:

Students will:

1. Be able to use the skills necessary to participate in a variety of physical and fitness activities. (NPES 1,2; PA Std. 10.4.6 A, 10.5.6 A,B)
2. Will understand and apply rules, strategies and appropriate behaviors for movement, dance, games, and sport. (NPES 2; PA Std. 10.5.6 C,D,E,F)
3. Students will be able to describe positive and negative interactions during group physical activities. (NPES 4; PA Std. 10.4.6 F)
4. Identify and apply game strategies to basic games and physical activities. (NPES 2; PA Std. 10.5.6 F)
5. Describe the basic structure and functions of the Cardiovascular, Respiratory system, and Immune system. (NHS 1; PA Std. 10.1.6 B, 10.4.6 B)
6. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity(NPES 3; PA Std. 10.4.6.C)
7. Analyze nutritional concepts that impact health. (PA Std. 10.1.6.C)
8. Describe and apply the steps of a decision-making process to health and safety issues. (NHS 5; PA Std. 10.2.6.D)
9. Comprehend and analyze the effects of media and technology on personal health. (NHS 2; PA Std. 10.2.6.C, 10.3.6.A)

NATIONAL PHYSICAL EDUCATION STANDARDS

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NATIONAL HEALTH STANDARDS:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION

10.1 Concepts of Health

- A. Describe growth and development changes that occur between childhood and adolescents and identify factors that can influence these changes.
- B. Identify and describe the structure and function of the major body systems
- C. Analyze nutritional concepts that impact health.
- D. Explain factors that influence childhood and adolescent drug use.
- E. Identify health problems that can occur throughout life and describe ways to prevent them.

10.2 Healthful Living

- B. Health Information and Consumer Choices

- C. Health Information and the Media
- D. Decision-making Skills
- 10.3 Safety and Injury Prevention
 - A. Safe/Unsafe Practices
 - B. Emergency Responses/Injury Management
 - C. Strategies to Avoid/Manage Conflict
 - D. Safe Practices in Physical Activity
- 10.4 Physical Activity
 - A. Physical Activities that Promote Health and Fitness
 - B. Effects of Regular Participation
 - C. Responses of the Body Systems to Physical Activity
 - D. Physical Activity Preferences
 - F. Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement
 - A. Movement Skills and Concepts
 - B. Motor Skill Development
 - C. Practice Strategies
 - D. Principles of Exercise/Training
 - E. Scientific Principles that Affect Movement
 - F. Game Strategies

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstration of a proficient level of skill for all movement skills needed for games and team sports. (Course Standard 1)
2. Demonstrate knowledge and skills related to cooperative learning and good sportsmanship. (Course Standard 2)
3. Describe positive and negative interactions that took place during various activities. (Course Standard 3)
4. Identify and apply game strategies to basic games and physical activities. (Course Standard 4)
5. Research information related to the following body systems: cardiovascular, respiratory and immune. (Course Standard 5)
6. Completion of a body systems quiz or project. (Course Standard 5)
7. Demonstrate proficient skill level in all units including Fitness gram. (Course Standard 6)
8. Analyze food labels and describe ways of using personal nutrition to lead a healthy lifestyle. (Course Standard 7)
9. Applying the S-T-E-P decision making process to various scenarios. (Course Standard 8)
10. Analyzing the effects of media and technology on personal health. (Course Standard 9)

TITLES OF HEALTH UNITS:

1. Health - Health Triangle (Social, Mental, Physical Health), importance of a balanced triangle

- a. SEL- Social emotional learning. What are emotions, how can we handle our emotions, Empathy?, Understanding others feelings, Positive relationships and decisions. Ways to help others with their feelings
2. Nutrition - Review food groups, healthy choices (at home, at school), discuss school meal choices, MyPlate (design a healthy meal(s)).
3. Self-Esteem - What is self-esteem?, Review bullying (crumpled paper activity, bystanders and upstanders, reporting vs. tattling), compliments (use post-its and have them write compliments and post on the board.
4. Communication/social skills - Communication skills (ways people communicate - facial expressions, gestures, point/using hands, writing, drawing, using equipment (text message or computer), touch, eye contact), drawing activity (verbal communication - Students get with a partner and sit back to back. Student 1 draws a picture while student 2 sits quietly. After a couple of minutes student 1 stops drawing and now using only word describe the picture to student 2 who needs to try and recreate the image.
5. Decision Making - What is decision making? Introduce S-T-E-P (and review from 2nd step lessons), S-Say the problem...T-Think of solutions...E-Explore Consequences...P-Pick the best solution, influences on decision making
6. Anti-Tobacco Unit - Intro to tobacco use - Origins, chemicals, Effects of nicotine, tobacco products, and tobacco smoke(First and second hand) - Article/worksheet ([Article](#)), ([Article Worksheet](#)), Long term and short term effects (review), Anti-Tobacco Project ([Assignment/Rubric - Tshirt](#)), ([Assignment/Rubric - Poster](#)), ([Assignment/Rubric - Research](#)), ([Assignment/Rubric - Letter](#))
7. Heart/Circulatory Unit (February and JRFH) (PE Class) - What does the heart do?, Oxygen and Carbon Dioxide, Cycle of the blood flow (oxygenated and deoxygenated blood), moderate/vigorous activities
8. Car/Vehicle Safety - Car seat laws, car safety (how to act in or around cars), airbags, parking lot safety, review of safety from previous years
9. Body Systems - (Teaching Today's Health), New Body Systems (Respiratory, Immune (Immune system tag game)), (<https://kidshealth.org/en/kids/bodyarticles.html> (Articles) (Headphones)), Quiz on body systems, *Info on All Body Systems*, ([Human Body Systems](#)), (**My Incredible Body APP?**)
10. Puberty Unit- What is puberty and the changes that occur during puberty. (**Not Assessed**)
11. Media Literacy Unit - The students will discuss and analyze the effects of media and technology on personal health (physical, mental and social health). Discuss healthy media choices and reflect on their own personal media choices. Game - Students will play a game to review information about the 5 P's of a Positive Digital Footprint. The students will design a personal digital safety plan.

TITLES OF FITNESS UNITS:

1. Cooperative Learning
2. Fitness and fitness testing (2 times/year)
 - a. Sit-ups
 - b. Push-ups
 - c. Sit and Reach
 - d. Bent Arm Hang

- e. Pacer Test
 - f. Endurance Run (1 mile)
3. Track and Field (district elementary track meet)
 4. The following list of units is used in conjunction with lead-up activities which alternate every other year.
 - Year One:
 - a. Soccer
 - b. Basketball
 - c. Lacrosse
 - d. Volleyball
 - e. Baseball/Softball/Kickball
 - f. Movement/Dance
 - Year Two:
 - a. Team handball
 - b. Frisbee activities
 - c. Hockey
 - d. Badminton
 - e. Football
 - f. Yoga

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Active participation
2. Cooperative groups
3. Demonstration
4. Explanation
5. Peer teaching and coaching
6. Problem solving
7. Trial and error
8. Guided discovery
9. Technology

MATERIALS:

1. Appropriate equipment and materials for specifically designed activities.
2. FitnessGram software/Materials
3. Life Skills Training
4. Other health related resources (internet, journals, videos)
5. Howard County Public School System Health Curriculum (Used as a guideline)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adaptive Wellness and Fitness
2. Teacher assistance as needed
3. Individual instruction; teacher tutoring
4. Peer assistance
5. Inclusion theory in practice
6. Guest speakers

7. Technology
8. Assemblies

METHODS OF EVALUATION:

1. Skills testing
2. Peer evaluation
3. Self evaluation
4. Teacher observation
5. Projects
6. Quizzes and Tests

INTEGRATED ACTIVITIES:

1. Concepts
 - understand rules, teamwork, strategies, technique
 - demonstrate knowledge of basic concepts
 - distinguish between safe and risky or harmful behaviors
 - understand the personal responsibility and impact of the choices we make
 - (friends, groups, drugs)
 - understand the many influences on self esteem
 - exhibit and understand the need for cooperative behavior
 - understand the skills needed for effective communication
 - understanding the physical and emotional changes of puberty and acknowledging the changes as a normal part of growth and development
2. Communication
 - perform activities
 - listen, appreciate, recognize, describe and understand
 - verbal and physical responses
3. Thinking/Problem Solving
 - observe
 - describe
 - analyze
 - present options
 - evaluate
 - make decisions
 - listen
 - cooperate
4. Application of Knowledge
 - correct use of equipment
 - recognize skill
 - demonstrate skill
 - evaluate (self and others)
 - class work
 - discussions
 - presentations
 - evaluate

5. Interpersonal Skills

- demonstrate teamwork
- respect others - likes and differences
- develop leadership
- communicate effectively
- sportsmanship
- use all skills and equipment in a safe environment
- respect diversity
- recognize and practice cooperation skills