Fourth Grade - Fitness

The focus of **Fitness** is to introduce the students to the elementary physical education setting. This segment should be at the beginning of the school year. Within this unit, teachers should establish the learning environment (rules, expectations, etc.) Students need to know that they are expected to work cooperatively, productively, and safely with others during physical education class.

Within this portion of unit one, the students should participate in fitness and condition-related activities, including fitness pre-testing. Students will be able to identify the components of health-related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility). The Science focus will be on Anatomy. Students will learn about the skeleton and the muscular system.

Weeks

Dates

Time

1-5

August 17– September 7

**3.b. Demonstrates warm-up and cool-down activities as they relate to cardiorespiratory fitness assessment.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Student begins activity too quickly, or too slowly, and does not cool-down.

Student may begin activity inappropriately, but participates in the cool-down correctly.

Student warms-up and cools-down appropriately most of the time.

Student always uses the correct pace when completing warm-up and cool-down.

 **• 3.f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Student completes assessment, but forgets or incorrectly determines HFZs

Student completes assessment but incorrectly determines HFZs for one or two components.

Student completes assessment and correctly determines HFZs for all components.

Student completes assessment without form breaks and determines HFZs correctly.

**3.c. Identifies the components of health-related fitness.**

Students will match the components of health-related fitness (cardio-respiratory endurance, muscular endurance, strength, and flexibility) to various activities.

**3.d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Student has major form breaks, but complete all components.

Student has minor form breaks, but recognizes where they need to improve.

Student only has minor form breaks in one or two components.

Student completes all components correctly, and helps others complete the activities correctly.

**3.e. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.**

Students will match the correct HFZ to the components of fitness, determined by age and gender.

WIDA Standard

I can recall and describe different ways to perform various exercises, using different muscle groups, in a group setting.

Week

Essential Questions

1

**4.3.b**

Why are we here?

Students will learn rules and procedures. We will go over their folder and working with a partner to fill out the folder. I will introduce how to warm-up and cool-down, and the importance of both. I will introduce the components and we will perform a mile run or PACER activity.

Anatomy focus: Muscular and Skeletal systems

2

**4.3.f**

What are the components of fitness, and why is each important for me?

We will participate in all components to the Georgia Fitness Assessment Program. Students may choose an activity when all components are complete.

Anatomy focus: Cardiovascular system

3

**4.3.c**

What is my Healthy Fitness Zone (HFZ) and why is it important?

Students will find their healthy fitness zone (HFZ) for all components and circle any scores that are in the HFZ after running a mile, or during yoga.

Anatomy focus: Respiratory system

4

**4.3.e**

How can the use of technology help me become more fit?

Discuss how technology can be good or bad for your health. Show students how the pedometers work. Students can then get a FitStep pedometer, perform a mile run and record score, and other activities. Discuss results.

5

**4.3.d**

What are your body systems, and how does exercise affect them?

Students will learn about a different body system, and do an activity that applies to the body system. Ex. Cardiovascular – perform a mile run; Muscular – see how many sit-ups and push-ups you can do in a row; Respiratory – cardio routine, or step aerobics; Skeletal – perform sit and reach; and Nervous – check your reflexes with a react ball and a partner.

Vocabulary

FitnessGram

Curl-ups

Push-ups

PACER

Sit and Reach

Cardio-respiratory endurance

Muscular Strength

Muscular endurance

Flexibility

Evidence of Learning

**What students should know**

**What students should be able to do**

· That engaging in, monitoring, and comparing physical activity will enhance my wellness.

· That individuals, who participate in health-enhancing physical activity on a regular basis, are less likely to develop serious health conditions.

· Students will develop and track their own fitness goal from October to May.

· Students will participate and be tested in Physical fitness activities from the FitnessGram

· Fitness Test. (This assessment will be used to measure improvement from year to year.)

Lessons

**Week 1 – Rules and Procedures**

**Opening:** Introduce students to Physical Education and give a synopsis of the year.

**Teaching:** Discuss rules and procedures.

Rules – Listen, be safe, be kind, be honest, and be responsible. 1,2,3,4,5 system

Procedures – Coming in, “grapes”, ways to get attention, “1,2,3, freeze!”, “5-4-3-2-1”, moving clips, Hawks bucks, restroom, water, tattling vs. telling, fire/evacuation drill, inclement weather drill, intruder drill, finding a square, getting a partner or group, cleaning up, lining up, and meditation.

Introduce Folders – Explain grading sheet and fitness logs.

**Work Period:** Students practice various procedures (coming to grapes; getting attention; freeze and sit down; emergency drills; finding personal space, a partner, or a group; cleaning up and lining up.)

Students choose folder, review it, and place it in homeroom teacher’s box.

**Closing:** Discuss the importance of being physically active, and giving compliments.

**Week 2 – Fitness Logs**

**Opening**: Introduce the fitness logs and discuss how we can track our health.

**Teaching**: Discuss the differences between flexibility, muscular endurance, and cardio-respiratory endurance. Explain how each makes you healthy in different ways, and that we will be participating in all three of these types of exercise today

**Work Period**: Students will perform all activities on the activity log, record their scores, put their folder up, then follow along with the All in one Yoga app, which is being displayed on the big screen.

**Closing**: Discuss how your body feels different after exercise.

**Week 3 – Running for straws**

**Opening**: Running for straws. Explain what distance each straw represents and how we will add up all of the straws to see how far that we have traveled. Encourage each other to run so that we can get a higher score. Track totals for each class period.

**Teaching**: Give each student a straw for each lap. Encourage them to jog and to encourage one another. Instruct students to place earned straws in a container, get water, fill out their fitness log. Make sure students show their fitness logs to the teacher before putting it in their teacher’s bin and start playing Rock, Paper, Scissors or partner tag. Set up SWORKIT app. Use participation rubric during application participation.

**Work Period**: Students perform fitness logs and record data. Join a game of Rock, Paper, Scissors or partner tag after putting up their folder and drinking water.

Use SWORKIT application to project a muscular endurance routine.

**Closing**: Announce running total and explore tactics and set goals for higher total.

**Week 4 – FitnessGram with FITstep Pedometers**

**Opening**: Introduce the FitnessGram test and the test components. Discuss healthy fitness zones and what the scores indicate.

**Teaching**: Model participation of each component and show where to record scores. Monitor fitness stations and check student folders before they put it up. Instruct students on the use of, distribute, and collect pedometers at the end.

**Work Period**: Students perform fitness tests and record the data in their folder. Check with a teacher, then put your folder up, join an activity of your choice. Return pedometer and line up for closing.

**Closing**: Discuss the difference between fitness testing for data, and playing games, and the importance of each.

Additional Activities

Name of Activity: **Fitness Stations**

Students will rotate through an assortment of fitness-related stations. Examples of stations may be: jump rope, step aerobics, wall sit, push-up challenge, crunch challenge, dyna-bands, rest/water, etc.

Name of Activity: **Aerobics**

The entire class of students is arranged in organized lines and follows an aerobic routine lead by the instructor at the front of the room.

Name of Activity: **Muscle Of The Week**

On the first day during the week when I see each class in physical education, I draw a muscle on my body using washable markers. This becomes our "muscle of the week". While we are warming up I introduce the proper muscle name (ex. tibialis anterior) and we practice an exercise that strengthens and/or stretches that muscle (for example, using stretch bands to contract and lengthen the muscle). Throughout the class, we emphasize movements and activities which employ the "muscle of the week" and solicit responses from students for additional movements that use the muscle.

During the second class meeting of the week, I verbally quiz each class about the name of the muscle, its location, movement and practical functions (no muscle is drawn on my body during this class meeting.)

Note: for muscles not readily displayed, I draw the muscle on a t-shirt and /or shorts. We also remember to review the previous week's "muscles" during the following week. A bulletin board display can also be used to further the concept of the "muscle of the week".