

Curriculum Guide

Spotlight on 3/4 Unit





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LOWER SCHOOL LIFE

The Lower School focuses on teaching students to be responsible, thoughtful, and independent in their academic work and in their relationships with others. Freedom and responsibility are highlighted. Students learn what it means to be accountable for personal choices. While there is the freedom to take risks, there is also the accountability for decisions made and actions that follow. Children are given choices as a way for them to exercise independence and follow interests. We encourage children to expand their ability to be in charge of their own work. Equally important, students are expected to behave in a compassionate way towards others and to act with care towards their school environment. The close connection among students and teachers fosters an atmosphere of honest, trusting communication, where children are invited to voice their opinions and to learn the art of actively listening to the perspectives of others. Students in the Lower School have many opportunities to practice being part of a community, and our children help to form classroom guidelines at the beginning of the year.

At its most basic level, the 3/4 Unit curriculum encompasses all the experiences that children have at school. We deeply believe that educating a child means attending to the academic, social/emotional, and physical growth and progress of our students. The planned instruction in the subjects outlined in this guide, as well as what students have the opportunity to learn through everyday living as a part of the Green Acres community, demonstrate a commitment to educating the whole child. In and out of the

classroom, we are dedicated to providing an educational experience based upon our mission and philosophy. Because learning occurs best in an active, stimulating environment, classroom configurations will vary with the goals and tasks of the teaching moment.

Homework

At Green Acres, we begin homework in 3rd grade because children at this level have the maturity and energy level to handle it. Most homework is designed to reinforce skills taught at school. We try very hard to make sure that assignments are clear and that children understand the expectations.



Third graders are encouraged to read nightly, with or without assistance, for a minimum of 20 minutes, in addition to completing the assigned homework. The 3rd grade teacher coordinates daily assignments so that either math or humanities (but not both) is assigned Monday through Thursday. Those assignments are designed to be completed in about 20 minutes. Additionally, Spanish homework may be assigned during the course of the week. Fourth grade students progress in what is asked of them for homework. They, too, are expected to read for 20 minutes nightly. They have assignments in both math and humanities on a daily basis. On occasion, there are projects that require work that is coordinated over time. Teachers will communicate with both students and parents when these special assignments occur.

Your child uses a homework binder to carry assignments to and from school. We want parents to help by establishing a routine and setting aside a time and place for doing homework. This can be

any space at home that is removed from distractions. Writing should be done at a desk or table. It is also extremely helpful for parents to guide children in establishing a routine for returning homework to school. It is important for children to complete the last step of homework: putting completed assignments into their binders and then into a backpack to be returned to school the next day. As always, ongoing communication between home and school provides the firm foundation on which to build the year's accomplishments.

Social-Emotional Growth and Habits of Mind

Throughout the year, children solve problems and engage in activities to help them develop positive social relationships and healthful habits. Topics include friendship, cooperation, affirmation, conflict resolution, and age-appropriate information about family life and health-related issues. These topics are addressed in nurturing settings, including homecorners and cross-grade gatherings when appropriate.





3/4 UNIT LANGUAGE ARTS

The language arts curriculum focuses on a literature-based reading program and a process approach to writing. In the reading program, students learn to appreciate different genres of literature by reading and discussing various fiction and nonfiction materials, including chapter books, articles, poetry, and short stories. Through reading guided by the teacher and in small groups, children practice their decoding and comprehension skills, engage in discussions, and develop a wider vocabulary. They begin to use conceptual thinking to synthesize, summarize, and support their opinions about the written word. In addition to reading independently for pleasure and listening to stories read aloud by teachers, children are taught research skills in conjunction with the social studies program. Children gather information from articles and books—both printed and electronic—and learn to take notes in preparation for writing short reports and making oral presentations in class.

Teachers also use literature to develop students' writing talents. Our goal is for children to enjoy writing and, in the process, to see themselves as authors. Students and teachers discuss the writing styles of various authors and use literature as models for student writing. Teachers guide children to express their ideas clearly and creatively and to expand them by adding details, thoughts, and feelings. Children learn to develop editing skills and to revise their work, and, in the process, they develop fluency and confidence in all aspects of writing. This is done through a variety of writing assignments, during which

teachers guide children in selecting story topics, producing rough drafts, revising the drafts for content, and editing them to improve spelling, grammar, punctuation, and capitalization.

Other areas that are addressed in the language arts curriculum are spelling and handwriting. Children study words and word patterns, examine spelling strategies, and also concentrate on some words misspelled from their own writing. Children are expected to know the “no excuses words” for their grade by the end of the year. In 3rd grade, students review lowercase cursive formations. Uppercase letters are introduced—and lowercase reinforced—in 4th grade. Keyboarding is also introduced in 3rd grade and continually practiced in 4th grade.



3/4 UNIT SOCIAL STUDIES

At Green Acres, social studies includes geography, cultures, relationships of people to one another and to their environment, history, the development of arts and sciences in response to human needs, and civic ideas and practices. The subject is integrated into various areas, including reading, writing, math, and the arts, and it is used to help students develop critical thinking skills, such as reading maps, gathering facts, summarizing information, and drawing conclusions based on the information gathered.

Third graders begin the year with a friendship theme. They discuss what it means to be a good friend and explore the different qualities that characterize a good friendship. This theme is interwoven throughout the year in their study of earlier cultures in the United States.

Third graders concentrate on the geography and selected environments of North America. They study Native American cultures, both past and present, and life in early America. Third grade students explore the similarities and differences among cultures and compare those cultures to their own by investigating ideas such as:

- In what ways are people's lives like mine? How are they different?
- How are people's lives affected by their environment?
- How is the environment affected by people?
- How do the things people make reflect their lives and their surroundings?

The 3rd grade early settlement unit helps students to understand a different time period in American history. The unit capitalizes on Green Acres' close proximity to historic St. Mary's City and Chestertown.

Fourth grade students learn about three social studies themes: world geography and mapping skills, world celebrations, and tropical rainforests. Each topic exposes students to research skills,

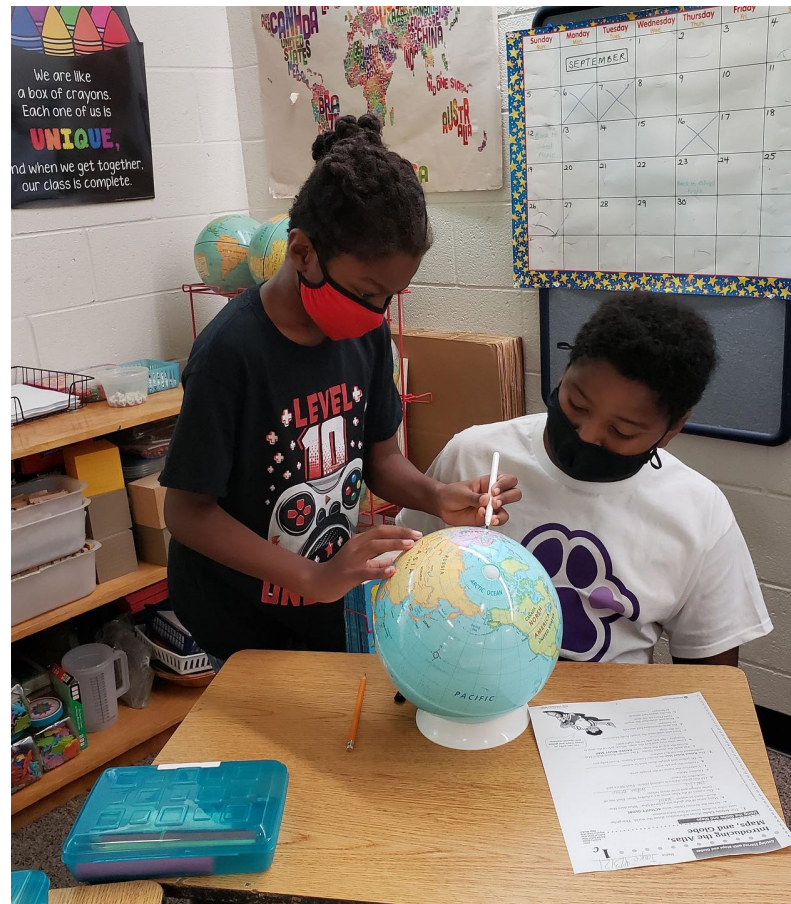
content knowledge, and creative applications across the curriculum.

Third and 4th graders use a wide variety of resources and go on field trips as part of their units of study.

Late Night/Overnight Experiences

Each grade has a spring late-night or overnight experience. Third graders typically have an early settlement-themed all-day and late-night field trip that provides many opportunities for them to imagine that they are living the life of an early American child.

Fourth graders typically participate in an overnight trip at Hard Bargain Farm in Accokeek, MD. Students experience life on a working farm by learning about the environment, agriculture, and history through engaging in hands-on activities, ranging from milking a cow to studying marsh life.



3/4 UNIT MATH

According to the National Mathematics Advisory Panel, a mathematics curriculum in grades Pre-K through 8 should emphasize a well-defined set of the most critical topics. A proficiency with these topics should become the norm in elementary and middle school mathematics curricula.

The 3rd and 4th grade mathematics program reinforces the important concepts and skills explored in the 1st and 2nd grades, and it builds understanding to include increasingly abstract concepts. EnVision Math, published by Scott Foresman-Addison Wesley, is the math program for grades 1–6. Instruction and practice with concrete objects help children to discover and understand important mathematical ideas. This is accompanied by written work, exploration activities, and games, permitting each child to explore and apply mathematical principles. The EnVision program presents material in the form of an e-text.

The curriculum focal points and related connections for mathematics in 3rd and 4th grades are:

Number and Operations and Algebra

- Third grade: Mental computation of addition and subtraction; developing an understanding of multiplication and division and strategies for multiplication facts and related division facts; creation and analysis of patterns and relationships involving multiplication and division.
- Fourth grade: Developing quick recall of multiplication facts and related division facts and fluency with whole-number multiplication; developing an understanding of multi-digit division; identifying, describing, and extending numeric and non-numeric patterns.

Fractions and Decimals

- Third grade: Developing an understanding of fractions and fraction equivalents; place value up to and beyond 10,000.



- Fourth grade: Developing an understanding of decimals, including the connection between fractions and decimals; place value up to and beyond 1,000,000; estimation; generating equivalent fractions and simplifying fractions; adding and subtracting fractions with like and unlike denominators.

Measurement

- Third grade: Measuring with fractional parts of linear units; developing an understanding of perimeter and area.
- Fourth grade: Developing an understanding of metric units of length, capacity, and mass; making connections between units of time; understanding how to calculate the area of two-dimensional shapes; measuring and classifying angles.

Geometry

- Third grade: Describing and analyzing properties of two- and three-dimensional shapes.
- Fourth grade: Classifying polygons and finding their area; working with symmetry and congruence; understanding lines.

Data Analysis

- Third grade: Constructing and analyzing frequency tables, bar graphs, picture graphs, and line plots, and using them to solve problems.

GRADE 3 SCIENCE

Goals

- To pique students' curiosity about the world
- To expand their awareness and understanding of the world
- To foster the development of observational skills, employing all senses
- To engage students with basic scientific process skills (observing, inferring, measuring, communicating, classifying, predicting), in addition to some more advanced process skills (relating objects and events to other objects and events, defining operationally, formulating hypotheses, interpreting data, controlling variables, investigating)
- To engage students in scientific experimentation and to develop in them an understanding of the scientific method
- To encourage mindfulness in social interactions to enable students to work successfully in cooperative groups, as well as independently, during various explorations
- To encourage students to observe their world mindfully and understand the connections among all its elements, living and nonliving
- To encourage students to question actively and problem solve during investigations, furthering the development of their critical thinking skills

- To have students gain experience with a range of scientific tools that aid in observation and analysis
- To have students practice various ways of recording and interpreting their observations, such as graphing, drawing, writing, speaking, and measuring

Topics

Third grade students follow inquiry-based units, which follow Next Generation Science Standards (NGSS) and complement classroom themes. These units include: fossils and the history of Maryland; recognizing patterns in nature; the push and pull of forces; and the human body. Through experimentation, exploration, and structured hands-on activities, students recognize patterns and formulate predictions based on their observations. They gain familiarity with the scientific process and practice regulatory and listening skills as they complete step-by-step experiments alongside a lab partner. They also learn the steps in tech engineering design process and work to perfect their inventions. Each activity provides students with opportunities to identify patterns, extrapolate, and ask questions that further their learning.





GRADE 4 SCIENCE

Goals

- To pique students' curiosity about the world
- To expand their awareness and understanding of the world
- To foster the development of observational skills, employing all senses
- To engage students with basic scientific process skills (observing, inferring, measuring, communicating, classifying, predicting), in addition to some more advanced process skills (relating objects and events to other objects and events, defining operationally, formulating hypotheses, interpreting data, controlling variables, investigating)
- To engage students in scientific experimentation and to develop in them an understanding of the scientific method
- To encourage mindfulness in social interactions to enable students to work successfully in cooperative groups, as well as independently, during various explorations
- To encourage students to observe their world mindfully and understand the connections among all its elements, living and nonliving
- To encourage students to question actively and problem solve during investigations, furthering the development of their critical-thinking skills
- To have students gain experience with a range of scientific tools that aid in observation and analysis

- To have students practice various ways of recording and interpreting their observations, such as graphing, drawing, writing, speaking, and measuring

Topics

Fourth grade students follow inquiry-based units that target the Next Generation Science Standards (NGSS) and complement classroom themes. These units include: natural disasters; earth's place in the solar system; food webs and adaptation in the Amazon; and energy transfers. Through experimentation, exploration, and structured hands-on activities, students recognize patterns and formulate predictions based on their observations. They gain familiarity with the scientific process and practice regulatory and listening skills as they complete step-by-step experiments alongside a lab partner. They also learn the steps in the engineering design process and work to perfect their inventions. Each activity provides students with opportunities to identify patterns, extrapolate, and ask questions that further their learning.





3/4 UNIT MUSIC

Grouping

Students in 3rd and 4th grades meet for music with their homecorner group twice during each six-day cycle. Additionally, the 4th grade class meets once in each cycle for a class focused on ensemble work with recorders, chimes, handbells, and other instruments.

Philosophy

The music curriculum at Green Acres draws from the educational ideas of Zoltan Kodály and Carl Orff, two composers and music educators. The program is built around the idea that, by nature, we are all creative, musical individuals. Beginning in the early grades, students engage in a process of exploring and playing while creating. As they move to the older grades, they continue this process while focusing on more complex ideas and creating more sophisticated pieces. We use pitched and unpitched percussion instruments to learn songs, improvise, compose, and perform individually, in small groups, and as a whole. Ensembles and musical creations become larger and more complicated as students develop their skills. Working with others to create is essential in this process, as is developing listening skills.

Skills and Concepts

Third grade students learn to play recorder, xylophone, ukulele, percussion, and other instruments. We perform on these instruments in class and at assemblies in formats including unison, canon, small groups, and large ensemble. Skills include instrumental technique, reading rhythmic patterns, identifying line and space

notes, compassion, collaboration, creative composition, singing/chanting/humming and instrument care. Students will work together to create and learn pieces of music, and they will have the opportunity to perform in a large ensemble format at school assemblies and concerts. Students will begin their study of the recorder and work to develop their playing technique and share individual performances. In 4th grade, students build on their musical literacy, instrumental technique, ensemble skills, and performance etiquette. Pieces linked to their social studies curriculum will find them working as a group to play music from around the world. This process necessitates a great deal of coordinated ensemble playing, so students focus on teamwork as they fit their interwoven parts together. We continue developing instrumental skills on ukulele, and, if students are ready, we move up to guitar. Students will work together to create and learn pieces of music and will perform together several times during the year. In March, 4th graders will perform a mini-musical, which they will help to create.



Essential Questions

- What differentiates sound from music?
- How do the elements of music (rhythm, melody, tone, dynamics, etc.) affect the listener?
- What can I do to make an ensemble sound better?
- How do music and culture affect one another?
- How and why is sound represented visually?

Texts and Supplementary Materials

- Soprano recorders and recorder music
- Purposeful Pathways curriculum
- Xylophones and various unpitched percussion instruments
- Ukuleles and ukulele music
- Fourth grade mini-musical script and songs

Units and Activities

Through the practice of xylophone, soprano recorder, ukulele, percussion, and other instruments, the music program for 3rd graders provides students with a solid foundation of musical literacy that they will utilize throughout their time at Green Acres and beyond. Students will improve their musical literacy, performance etiquette, instrumental technique, and compositional skills through learning the recorder, xylophone, and ukulele.

The 4th grade music program complements the social studies curriculum with an emphasis on global geography and world celebrations. Students will begin by learning and performing music from various cultures around the world. Students also have an opportunity to be a part of the composition process throughout the year. Additionally, they will co-create their mini-musical, including writing lines, creating costumes, choreographing stage blocking, and managing props. This is a highlight of the year, and it provides important lessons about compassionate collaboration, creativity, singing, acting,

production, and other elements of the performing arts.

Recorder/Chimes Ensemble

In addition to their music classes, 4th grade students participate in an additional class that focuses on ensemble playing using recorders, chimes, and handbells. Additional instruments may be incorporated as needed throughout the year. Building on the recorder work started in 3rd grade and work with belleplates in earlier grades, the 4th grade students will learn, develop, and create ensemble pieces that incorporate more challenging harmonic, rhythmic, and melodic aspects. In the ensemble, the importance of individual parts is highlighted and collaboration is an important focus.



ART IS

MAGICAL



GRADE 3 ART

Goals

- To build upon skills and knowledge acquired in previous years in the art program
- To explore ways to visually represent thinking and learning experiences using a variety of media and techniques
- To encourage open-ended creative thinking and problem solving
- To foster visual literacy
- To understand and implement the elements of art
- To acquire knowledge and skills that increase aesthetic awareness
- To develop skills for the safe use of materials, tools, technology, and procedures
- To develop self-awareness and self-expression through the ability to communicate in a variety of media
- To develop critical thinking skills
- To begin to assess and reflect upon one's own work and the work of others
- To respect others' ways of thinking, working, and expressing themselves
- To recognize the importance of preserving the artistic heritage of all cultures
- To make connections between the visual arts and other subject areas
- To recognize that art is essential to daily life
- Recognizing and drawing different types of lines, shapes, and forms
- Continuing to develop proper painting techniques
- Using simple shapes to draw more complex objects
- Gaining an increased control of three-dimensional media by working with clay and sculpture materials
- Using materials safely and responsibly
- Following directions
- Fostering creativity and open-ended thinking
- Encouraging creative problem solving
- Interpreting and discussing art images
- Properly caring for and cleaning art materials
- Showing respect for one's self and others, particularly when discussing art production
- Developing craftsmanship

Concepts and Skills

- Mixing secondary and tertiary colors
- Mixing tints and shades
- Finding inspiration from everyday objects and from nature



Program Description

In 3rd grade, students continue to develop and build upon art skills and knowledge learned in previous years. Students continue to develop aesthetic awareness and age-appropriate art skills. The development of concepts and skills is balanced with an emphasis on the importance of feelings and self-expression and how emotions affect and enhance artistic production. Students also are engaged in the process of making art, and there is less emphasis placed on the production of a final, polished work of art. These goals are accomplished through activities such as drawing, painting, ceramics, collage, printmaking, and weaving. The art teacher works closely with the 3rd grade classroom teacher to integrate homecorner units of study into the art curriculum. The goal of 3rd grade art is to create an environment in which children can each explore, experiment, and give voice to their creative selves, while also learning to understand others' artistic production and how to discuss and respond to others' creative output with respect and empathy. They explore the properties of art materials to uncover visual languages with which they can tell stories and represent their unique experiences. Students use a variety of materials that advance self-esteem, self-expression, and critical thinking. Students also learn to observe and visually represent the world around them. The art teacher engages in meaningful dialogue with children to help uncover the thoughts and ideas that they experienced during the artistic process, making their learning visible to all. Through close collaboration with classroom teachers, the art teacher offers students the opportunity to extend their investigations, document their understanding, and enrich their overall learning experience.



GRADE 4 ART

Goals

- To build upon skills and knowledge acquired in previous years in the art program
- To explore ways to visually represent thinking and learning experiences using a variety of media and techniques
- To encourage open-ended creative thinking and problem solving
- To foster visual literacy
- To understand and implement the elements and principles of art
- To acquire knowledge and skills that increase aesthetic awareness
- To appreciate the role of art in reflecting human experience past and present
- To develop skills for the safe use of materials, tools, technology, and procedures
- To develop self-awareness and self-expression through the ability to communicate in a variety of media
- To develop critical thinking skills
- To begin to assess and reflect upon one's own work and the work of others
- To respect others' ways of thinking, working, and expressing themselves
- To demonstrate respect for the environment through various projects using recyclable materials
- To recognize the importance of preserving the artistic heritage of all cultures
- To make connections between the visual arts and other subject areas
- To recognize that art is essential to daily life
- Continuing to develop proper painting techniques
- Using simple shapes to draw more complex objects
- Gaining an increased control of three-dimensional media by working with clay and sculpture materials
- Using recycled materials to create art
- Using materials safely and responsibly
- Following directions
- Fostering creativity and open-ended thinking
- Encouraging creative problem solving
- Interpreting and discussing art images
- Properly caring for and cleaning art materials
- Showing respect for self and others, particularly when discussing art production
- Developing craftsmanship
- Using proper design language when discussing art

Concepts and Skills

- Mixing secondary, tertiary, tints, shades, and neutral colors
- Understanding basic color theory, including analogous colors, complementary colors, and monochromatic palette
- Finding inspiration from everyday objects and from nature
- Recognizing and drawing different types of lines, shapes, and forms



Program Description

In 4th grade, students continue to develop and build upon skills and knowledge learned in previous years. Students continue to develop aesthetic awareness and age-appropriate art skills. The development of concepts and skills is balanced with an emphasis on the importance of feelings and self-expression and how emotions affect and enhance artistic production. These goals are accomplished through activities such as drawing, painting, ceramics, collage, printmaking, and weaving. The art teacher works closely with the 4th grade classroom teacher to integrate homecorner units of study into the art curriculum. The goal of 4th grade art is to create an environment in which children can each explore, experiment, and give voice to their creative selves, while also learning to understand others' artistic

production and how to discuss and respond to others' creative output with respect and empathy. They explore the properties of art materials to uncover infinite visual languages with which they can tell stories and represent their unique experiences. Students use a variety of materials that advance self-esteem, self-expression, and critical thinking. Students also learn to observe and visually represent the world around them. The art teacher engages in meaningful dialogue with children to help uncover the thoughts and ideas experienced during their artistic process, making their learning visible to all. Through close collaboration with classroom teachers, the art teacher offers students the opportunity to extend their investigations, document their understanding, and enrich their overall learning experience.



3/4 UNIT SPANISH

Content

The Spanish course for 3rd and 4th grade continues to use a communicative approach based on the idea that learning a language successfully occurs through having to communicate real meaning. In order to follow this linguistic approach, the use of communicative activities in the class is essential. These activities should always be presented in a context.

As with the Primary Unit, the development of the four linguistic competences—speaking, listening, reading, and writing—is integrated from the beginning of class to the end. Classes are conducted mostly in Spanish. Motivation is key in the process of acquiring a non-native language; the teacher acts as a guide and facilitator and helps learners in ways that motivate them to work with the target language. Some examples of typical activities in Spanish class include games, basic math exercises, writing and reading of short texts in Spanish, watching videos to practice pronunciation, hands-on activities, and role-playing activities.

Third and 4th graders will learn that Spanish is spoken in many countries around the world. They also will be introduced to different Hispanic cultures and traditions. The curriculum is integrated with the 3rd and 4th grade social studies units. Vocabulary and activities related to friendship, animals, and culture will be emphasized.

3rd Grade Units and Activities

- Greetings and feelings
- Calendar: days of the week, months of the year, and the seasons
- The weather
- Talking about me and my friends: use the verb “to have” in the first and third person.
- Numbers: counting from 0–50
- School: school supplies, school subjects, people who work at school, and school places

- Expressions with the verbs “to have” and “there is”
- Talking about likes and dislikes: verbs of action (to swim, to skate, to dance, and to walk)
- Let’s go shopping: clothes, food, use of expressions such as, “How much does it cost?”
- Transportation
- Animals
- Telling the time
- Alphabet: the pronunciation of letters, syllables, and words

4th Grade Units and Activities

- Greetings and feelings
- Commands used in classroom situations
- Review of colors, numbers, and school supplies; introduction to the prepositions of place
- Talking about me: friends, pets, favorite foods and activities
- Numbers: counting 0–100
- The body and daily routines: parts of the body and use of reflexive verbs in the first person
- Food and health
- Sports
- Clothes
- World geography: countries, capitals, flags, celebrations, animals, food, and Spanish-speaking countries
- Rainforest animals
- The neighborhood and the city
- The professions that help in our community
- Alphabet: the pronunciation of letters, syllables and words



GRADE 3 PHYSICAL EDUCATION

Goals

The major goal of the 3rd grade PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral to developing students' education as it pertains to the total fitness, growth, and the overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of a student through participation in physical activities. The program instills a sense of importance in promoting wellness and a healthy attitude towards exercise and the benefits it provides. Most importantly, the PE department promotes respect for the uniqueness and differences of the self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that actively engage children. Teachers work to create a safe environment for students to have the confidence to take risks and improve themselves athletically, socially, and emotionally.

An additional goal of physical education at the 3rd grade level is to continue developing individual athletic ability in areas such as movement, coordination, and strength. An introduction to team-oriented games is also an important objective at this level, with an emphasis on teamwork and the basic rules of various sports.

Concepts

Through adapted game play, students are helped to further develop their own individual skills. Each child is given an opportunity to learn, improve, and polish both new and existing skills using different

equipment. The students are taught the proper techniques for several different team sports. Team-oriented games are modified to help students better understand the relationships between their own skills and the concept of working together as a team. In addition, each student is taught that fair play is a critical element when participating in team-oriented sports.

Objectives

- To learn at their own pace the goals and skills appropriate for their age level
- To improve existing skills
- To learn new skills and proper techniques
- To develop basic footwork and movement patterns needed for each sport
- To allow students to use individual skills in simulated game conditions
- To introduce more team-oriented sports and games to students
- To better understand the next level of strategy and rules of the sport being taught
- To work cooperatively with teammates in both small- and large-group games so that their team will become more successful
- To understand fair play and what being a good sport fully entails
- To be able to say "good game" after competing, regardless of the score or outcome



GRADE 4 PHYSICAL EDUCATION

Goals

The major goal of the 4th grade PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral to developing students' education as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of a student through participation in physical activities. The program instills a sense of importance in promoting wellness and a healthy attitude towards exercise and the benefits it provides. Most importantly, the PE department promotes respect for the uniqueness and differences of the self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through undertakings that actively engage children. Teachers work to create a safe environment in order for students to have the confidence to take risks and improve themselves athletically, socially, and emotionally.

An additional goal of physical education at the 4th grade level is to begin developing an understanding of the fundamentals of team-oriented games. These include teamwork, strategies, and the basic rules of each sport. On an individual level, students are encouraged to continue to improve and refine their own abilities and skills.

Concepts

Through the use of a variety of equipment, students are taught the proper techniques of



several different team sports. Each child is given an opportunity to learn, improve, and polish both new and existing skills. A greater emphasis is placed on the concept of working together as a team, both to score points and to prevent the opponent from scoring during game play. In addition, each student is taught that fair play is critical when participating in team sports.

Objectives

- To learn at their own pace the goals and skills appropriate for their age level
- To improve existing skills
- To learn new skills and better techniques
- To learn new team-oriented sport activities, as well as individual activities and sports
- To develop basic footwork and movement patterns needed for each sport
- To give students an opportunity to use developing skills in simulated game conditions
- To work cooperatively with teammates in small- and large-group games so that their teams will become more successful, which is not always measured in wins or losses
- To begin to problem solve within large-group game situations
- To pass, receive, dribble, shoot, and communicate with teammates
- To understand fair play and what being a good sport entails
- To better understand the basic rules of the sport being taught
- To be able to say "good game" after competing, regardless of the final score or outcome

NEXT STEPS

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