

P H Y S I C A L E D U C A T I O N

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

Through the study of fitness students will be able to identify physical and psychological changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

The Grade Four Physical Education Curriculum incorporates four main areas:

Movement and Exploration (20%): locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing qualities of movement, body control, spatial and body awareness (kinesthesia); developmental exercises; obstacle courses and stations.

Rhythms (15%): movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music.

Games (40%): specific skills; highly organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, volleyball, and lacrosse).

Gymnastics (25%): large apparatus; stunts and tumbling; balance and partner activities; developmental and partner exercises.

H E A L T H

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade.

Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion. Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

The following monthly topics are presented during the Grade Four year:

SEPTEMBER: INJURY PREVENTION & PERSONAL SAFETY

Topics: Community safety regulations & laws; peaceful resolution of conflicts; ways to increase safety in your community; decision-making steps.

OCTOBER: HUMAN GROWTH & DEVELOPMENT

Topics: How hormones affect body function; development of a positive body image; setting goals for good hygiene & personal appearance.

NOVEMBER: NUTRITION

Topics: Digestive system; nutrition & exercise habits; how influences affect nutrition; healthful meal planning.

DECEMBER: COMMUNITY HEALTH & SAFETY

Topics: Effects of smoking & second-hand smoke; advertising & other influences on behavior; nicotine addiction; refusal skills.

JANUARY: ILLNESS PREVENTION

Topics: How germs spread; how a healthy immune system fights germs; how HIV affects the immune system; hygiene routines; decision-making skills.

FEBRUARY: SELF WORTH, MENTAL & EMOTIONAL HEALTH

Topics: Identification of risks to personal safety; learning coping skills for different emotions; safety hazards; common sense; taking responsibility; good decisions; sharing with trusted adults; refusal skills.

MARCH: SUBSTANCE ABUSE & PREVENTION

Topics: Identification of drugs & effects; physical & psychological effects of addictions; value of being drug-free; smart decisions for good health & safety.

APRIL: FUNCTIONS OF THE BODY

Topics: Types & functions of the teeth; routines for proper dental care; dental professionals.

MAY: ENVIRONMENTAL HEALTH

Topics: Anatomy of the human ear; hearing impairments; behaviors to prevent hearing loss; sensitivity to the hearing impaired.

JUNE: PHYSICAL FITNESS

Topics: Physical fitness; benefits of exercise; importance of exercise to health & wellness; setting goals for fitness; muscular system.

(Over)

T E C H N O L O G Y

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

Students will:

- Develop basic keyboarding skills.
- Understand the basic function of the components of a computer.
- Develop proficiency in the basic use of computers and application tools.
- Understand and use appropriate terminology.

ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

Students will:

- Demonstrate responsible use of technology.
- Recognize ownership and authorship of software and student and/or teacher products.

TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

Students will:

- Use technology to organize data, interpret information and draw conclusions.
- Use grade appropriate multimedia reference sources.
- Use a variety of multimedia reference sources with assistance.
- Explore bookmarked web sites.
- Draw conclusions using information gathered from electronic resources.
- Use grade appropriate curriculum related software.
- Demonstrate ability to locate, evaluate, and collect information from a variety of sources, to process data, and report results.
- Use a combination of technology tools to produce creative works.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at: <http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

It is also possible to link to the above site from our school website at: <http://www.rockport.k12.ma.us/res/>

L I B R A R Y

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

INFORMATION LITERACY SKILLS

Students will:

- Use print and electronic reference sources (e.g. dictionaries, encyclopedias) to locate information.
- Use the online catalog to search for books efficiently and effectively.
- Recognize numerical classification of nonfiction materials.
- Understand subject arrangement of Dewey Decimal System.
- Follow circulation procedures.
- Complete simple research projects

LITERATURE APPRECIATION

Students will:

- Explore various literary genre (e.g. fantasy, poetry, realistic fiction, adventure, historical fiction, science fiction).
- Respond to literature through connections with life experiences and recognition of rich language.
- Show discrimination in book selection.
- Participate in Reading Counts program.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at <http://www.teacherweb.com/MA/RockportElementarySchool/phussey>