

PHYSICAL EDUCATION STANDARDS

GRADE 4

THE PHYSICALLY LITERATE INDIVIDUAL DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.

- Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.
- Runs for distance using a mature pattern.
- Uses spring-and- step take-offs and landings specific to gymnastics.
- Combines locomotor movement patterns and dance steps to create and perform an original dance.
- Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
- Balances on different bases of support on apparatus, demonstrating levels and shapes.
- Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).
- Moves into and out of balances on apparatus with curling, twisting and stretching actions.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- Throws overhand using a mature pattern in nondynamic environments (closed skills).
- Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills).
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).
- Dribbles in self- space with both the preferred and the nonpreferred hands using a mature pattern.
- Dribbles in general space with control of ball and body while increasing and decreasing speed.
- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
- Passes and receives a ball with the in-sides of the feet to a moving partner in a nondynamic environment (closed skills).
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
- Kicks along the ground and in the air, and punts using mature patterns.
- Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball).
- Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
- Strikes an object with a short-handled implement while demonstrating a mature pattern.
- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).

- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.
- Creates a jump-rope routine with either a short or long rope.

THE PHYSICALLY LITERATE INDIVIDUAL APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- Applies the concept of closing spaces in small-sided practice tasks.
- Dribbles in general space with changes in direction and speed.
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
- Applies the movement concepts of speed, endurance and pacing for running.
- Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- Applies simple offensive strategies and tactics in chasing and fleeing activities.
- Applies simple defensive strategies and tactics in chasing and fleeing activities.
- Recognizes the types of kicks needed for different games and sports situations.

THE PHYSICALLY LITERATE INDIVIDUAL DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.

- Analyzes opportunities for participating in physical activity outside physical education class.
- Engages actively in the activities of physical education class, both teacher-directed and independent.
- Identifies the components of health-related fitness.
- Demonstrates warm-up and cool- down relative to the cardiorespiratory fitness assessment.
- Completes fitness assessments (pre and post).
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.
- Discusses the importance of hydration and hydration choices relative to physical activities.

THE PHYSICALLY LITERATE INDIVIDUAL EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

- Exhibits responsible behavior in independent group situations.
- Reflects on personal social behavior in physical activity.
- Listens respectfully to corrective feedback from others (e.g., peers, adults).
- Praises the movement performance of others both more skilled and less skilled.
- Accepts players of all skill levels into the physical activity.
- Exhibits etiquette and adherence to rules in a variety of physical activities.
- Works safely with peers and equipment in physical activity settings.

THE PHYSICALLY LITERATE INDIVIDUAL RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.

- Examines the health benefits of participating in physical activity.
- Rates the enjoyment of participating in challenging and mastered physical activities.
- Ranks the enjoyment of participating in different physical activities.
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.