

Physical Education - Grade 4

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(4.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;

(B) catch an object while traveling such as catch a football pass on the run;

(C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;

(D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;

(E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;

(F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;

(G) transfer weight along and over equipment with good body control;

(H) create a movement sequence with a beginning, middle, and end;

(I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;

(J) travel into and out of a rope turned by others without hesitating; and

(K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

(4.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;

(B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;

(C) make appropriate changes in performance based on feedback; and

(D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

(4.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) name the components of health-related fitness such as strength, endurance, and flexibility;

(C) identify and demonstrate a variety of exercises that promote flexibility;

(D) improve flexibility in shoulders, trunk, and legs;

(E) participate in activities that develop and maintain muscular strength and endurance; and

(F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;

(B) participate in moderate to vigorous physical activities on a daily basis;

(C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;

(D) identify major muscle groups and the movements they cause;

(E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;

(F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;

(G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;

(H) describe the need for rest and sleep in recovering from exercise; and

(I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(4.5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;
(C) describe and apply safety precautions when cycling and skating; and
(D) identify potential risks associated with physical activities.
(4.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:
(A) distinguish between compliance and noncompliance with rules and regulations; and
(B) analyze potential risks associated with unsafe movement and improper use of equipment.
(4.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
(A) follow rules, procedures, and etiquette;
(B) respond to winning and losing with dignity and understanding;
(C) work independently and stay on task; and
(D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.