

# Grade 4

Adopted 2007

## Efficiency of Human Movement and Performance

### 1. Personal Fitness and Healthy Active Living

#### A. Health-Related and Skill-Related Fitness

- a. Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).
- b. Set personal fitness goals.

#### B. Wellness

- a. Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out).
- b. Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).

#### C. Fitness Principles

- a. Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog).

#### D. Body Systems

- a. Recognize what systems work together to move your body (e.g., muscular and skeletal).

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### 2. Responsible Personal and Social Behavior in the Physical Activity Setting

#### A. Personal/Social Responsibilities

- a. Apply rules and procedures to activities.

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### 3. Injury Prevention, Treatment and Rehabilitation

#### A. Prevention

- a. Identify safe and unsafe situations and respond appropriately.
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## Physical Activity and Lifetime Wellness

### 1. Fundamental Movement Skills and Games

#### C. Manipulative Skills

- a. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).

#### E. Movement Concepts

- a. Identify body parts and functions in relationship to movement (e.g., long jump - arms swing forward when legs extend).

#### F. Developmental Games

- a. Apply fundamental and specialized skills in game situations.
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### 2. Sport Skills and Lifetime Activities

#### A. Skill Techniques

- a. Identify the proper techniques of specialized skills (e.g., law of opposition).

#### D. Specialized Activities

- a. Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety).
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### 3. Rhythms and Dance

#### D. Forms of Dance

- a. Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance.