

Grade 4

Movement patterns and movement skills-- locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to: 4.1

- a** demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities; 4.1.A

- b** demonstrate correct jumping and landing technique while performing a long jump and a full turn jump; 4.1.B

- c** demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition; and 4.1.C

- d** spin and roll with control at different levels, speeds, and positions with manipulatives. 4.1.D

Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: 4.2

- a** transfer body weight over, under, and on equipment with good control; and 4.2.A

- b** move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities. 4.2.B

Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: 4.3

- a** practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities; 4.3.A

- b** practice the key elements of catching a ball at a variety of levels above and below the waist; 4.3.B

- c** demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction; 4.3.C

- d** dribble a ball with control alternating feet while changing both speed and direction with a partner; 4.3.D

e identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through; 4.3.E

f demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner; 4.3.F

g demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner; 4.3.G

h jump a self-turned rope using a variety of intermediate skills; and 4.3.H

i demonstrate entering and exiting a turned long rope using intermediate jumping skills. 4.3.I

Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: 4.4

a demonstrate the appropriate use of open space and closing space during dynamic activities; 4.4.A

b demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games; and 4.4.B

c apply speed, direction, and force during dynamic activities and lead-up games. 4.4.C

Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group. 4.5

5 Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group. 4.5

Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net

a explain fundamental components and strategies of dynamic activities and lead-up games; 4.6.A

b practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and 4.6.B

or wall, fielding, striking, and cooperative games. The student is expected to: 4.6

c exhibit appropriate sporting behavior during independent games and activities. 4.6.C

Performance strategies-- outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet. 4.7

7 Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet. 4.7

Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 4.8

a describe the benefits of regular physical activity on overall health and wellness; 4.8.A

b demonstrate frequency and intensity during endurance activities; and 4.8.B

c identify and demonstrate the components of health- and skill-related fitness. 4.8.C

Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to: 4.9

a develop personal fitness goals for health-related fitness; and 4.9.A

b track progress and analyze data for health-related fitness activities. 4.9.B

Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to: 4.10

- a** examine the relationship between nutrition and optimal physical performance; and 4.10.A
- b** explain the importance of proper hydration before, during, and after physical activity. 4.10.B

Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to: 4.11

- a** work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games; and 4.11.A
- b** apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety. 4.11.B

Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to: 4.12

- a** accept and take responsibility for personal actions that affect self and others; 4.12.A
- b** demonstrate respect for differences and similarities in abilities of self and others; and 4.12.B
- c** demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games. 4.12.C

Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to: 4.13

- a** discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding; 4.13.A
- b** identify effective communication to enhance healthy interactions while settling disagreements; and 4.13.B
- c** demonstrate respect for the feelings of others. 4.13.C

Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills. 4.14

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Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback from teacher and peers. 4.15

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Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to: 4.16

a differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available; and 4.16.A

b participate in a variety of physical activities in the school and community for personal enjoyment. 4.16.B