

STANDARDS FOR PHYSICAL EDUCATION: GRADE 4

CATALINA FOOTHILLS SCHOOL DISTRICT

Standard 1: Motor Skills and Movement Patterns

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.4.1.1 Use various locomotor skills in a variety of small-sided, modified, and practice tasks/games.

- run for distance using a mature pattern (required: Pacer)
- jump a long rope five times consecutively with student turners

PE.4.1.2 Perform nonlocomotor (stability) skills (required: rolling).

- transfer weight from feet to hands varying speed and using large extensions (for example: mule kick, handstand, cartwheel)
- combine skills, balances, and weight transfers to create a gymnastics sequence with a partner

PE.4.1.3 Explore manipulative skills (required: dribbling, volleying, striking).

- dribble (hands and feet) with mature pattern in general space with control of ball and body while increasing and decreasing speed
- strike a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation
- volley an object with an underhand striking pattern, sending it forward (over a net, to the wall, or over a line to a partner) while demonstrating 4 of the 5 critical elements.

Standard 2: Movement and Performance

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PE.4.2.1 Apply the concept of open spaces to combination skills involving traveling (for example: dribbling and traveling).

PE.4.2.2 Apply the concept of closing spaces in small-sided practice tasks.

PE.4.2.3 Combine movement concepts (required: speed, endurance, pacing, direction, force) with skills in small-sided practice tasks, gymnastics, and rhythm/dance.

- running (speed, endurance, and pacing)
- dribbling (direction, speed)
- striking (direction, force)
- kicking

PE.4.2.4 Apply simple offensive and defensive strategies in small-side practice tasks and activities (required: chasing and fleeing).

Standard 3: Physical Activity and Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

PE.4.3.1 Actively engage in the activities of physical education class, both teacher-directed and independently.

- discuss the importance of hydration and hydration choices relative to physical activities

PE.4.3.1 Identify the components of health-related fitness.

PE.4.3.1 Complete pre- and post-fitness assessments 9-Minute Run, Curl-up Challenge, Push-up Challenge).

- identify areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas
- demonstrate warm-up and cool-down relative to the cardio-respiratory fitness assessment

Standard 4: Responsible Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.

PE.4.4.1 Exhibit responsible behavior in independent group situations (small-sided game situations, dancing, cooperative games).

- reflect on personal social behavior in physical activity

PE.4.4.2 Listen respectfully to corrective feedback from others (for example: peers, adults).

PE.4.4.3 Accept “players” of all skill levels into the physical activity.

- praise the movement performance of others both more- and less-skilled (for example: use kind words, high fives, bringing others’ behaviors to teachers attention)

PE.4.4.4 Work safely with peers and equipment in physical activity settings.

Standard 5: Value of Physical Activity

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.4.5.1 Rate the enjoyment of participating in challenging and mastered physical activities (for example: on a scale of 1-5 how would you rate the challenge or enjoyment of this activity?).

PE.4.5.2 Rank the enjoyment of participating in different physical activities (Volleyball isn’t my favorite so it gets a 1, basketball is my favorite so it gets a 10, etc.).

PE.4.5.3 Compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.