



Physical Education Scope and Sequence

Grade 4

Week	Skill/Concept	Suggested Activities
1	Cooperatives	Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.
	Cooperatives	Collect data and record progress toward attainment of a personal fitness goal.
	Cooperatives	Accept responsibility for one's own performance without blaming others.
	Cooperatives	Respond to winning and losing with dignity and respect.
	Cooperatives	Include others in physical activities and respect individual differences in skill and motivation.
2	Body Management	Perform simple balance stunts with a partner while sharing a common base of support.
	Body Management	Demonstrate the correct body position for pushing and pulling large objects.
	Body Management	Compare and contrast narrow and wide base of support.
	Body Management	Identify and explain a counter balance while performing balance stunts with a partner.
	Body Management	Identify and explain the center of mass and the effect on balance.
3	Locomotor	Explain how to reduce the impact force when jumping a rope.
	Locomotor	Explain how to time the jump of a self-turned rope.
	Locomotor	List the steps in teaching a partner to jump a self-turned rope.
	Fitness Concept	Set a short-term goal for the length of time of jumping a self-turned rope continuously.
	Manipulative	Jump a self-turned rope.
4	Manipulative	Throw overhand at increasingly smaller targets, using proper follow-through.
	Manipulative	Throw and catch an object with a partner while both partners are moving.
	Manipulative	Catch a fly ball above the head, below the waist, and away from the body.
	Manipulative	Identify the key elements of the overhand throw.
	Manipulative	Identify the key elements of catching ball above the head, below the waist, and away from the body.
5	Rhythmic Skills	Explain the principles of fitness: frequency, intensity, time and type.
	Rhythmic Skills	Identify a series or basic square-dance steps.
	Rhythmic Skills	Perform a series of basic square-dance steps.
	Rhythmic Skills	Design a routine to music that includes even and uneven locomotor patterns.
	Rhythmic Skills	Perform a dance routine to music that includes even and uneven locomotor patterns (similar to Tinikling).
6	Manipulative	Kick a stationary ball from the ground into the air for distance.
	Manipulative	Kick a ball to a moving partner, using the inside of the foot.
	Manipulative	Stop a kicked ball by trapping it with the foot while standing still.
	Manipulative	Punt a ball dropped from the hands with the proper form for distance.
7	Manipulative	Serve a lightweight ball to a partner, using the underhand movement pattern.
	Manipulative	Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

	Manipulative	Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
	Fitness (Muscular Strength/Endurance)	Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
	Fitness (Muscular Strength/Endurance)	Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
8	Manipulative	Strike a gently tossed ball with a bat, using a side orientation.
	Fitness Concepts	Participate in appropriate warm-up and cool-down exercises for particular physical activities.
	Fitness (Muscular Strength/Endurance)	Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.
	Fitness (Muscular Strength/Endurance)	Describe the difference between muscular strength and muscular endurance.
	Self-Responsibility	Collect data and record progress toward attainment of a personal fitness goal.
9	Manipulative	Stop a kicked ball by trapping it with the foot while standing still.
	Manipulative	Keep a foot-dribbled ball away from a defensive partner.
	Manipulative	Compare and contrast dribbling a ball without a defender and with a defender.
	Flexibility	Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.
	Flexibility	Explain the value of increased flexibility when participating in physical activity.
10	Manipulative	Volley a tossed lightweight ball, using the forearm pass.
	Manipulative	Identify key body positions used for volleying a ball.
	Assessment	Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
	Assessment	Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.
	Group Dynamics	Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
11	Manipulative	Kick a stationary ball from the ground into the air for distance.
	Manipulative	Kick a ball to a moving partner, using the inside of the foot.
	Manipulative	Stop a kicked ball by trapping it with the foot while standing still.
	Manipulative	Punt a ball dropped from the hands with the proper form for distance.
	Manipulative	Serve a lightweight ball to a partner, using the underhand movement pattern.
12	Manipulative	Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
	Manipulative	Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
	Fitness (Muscular Strength/Endurance)	Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
	Fitness (Muscular Strength/Endurance)	Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
	Manipulative	Strike a gently tossed ball with a bat, using a side orientation.

13	Fitness Concepts	Participate in appropriate warm-up and cool-down exercises for particular physical activities.
	Fitness (Muscular Strength/Endurance)	Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.
	Fitness (Muscular Strength/Endurance)	Describe the difference between muscular strength and muscular endurance.
	Self-Responsibility	Collect data and record progress toward attainment of a personal fitness goal.
	Manipulative	Stop a kicked ball by trapping it with the foot while standing still.
14	Manipulative	Keep a foot-dribbled ball away from a defensive partner.
	Manipulative	Compare and contrast dribbling a ball without a defender and with a defender.
	Flexibility	Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.
	Flexibility	Explain the value of increased flexibility when participating in physical activity.
	Manipulative	Volley a tossed lightweight ball, using the forearm pass.
15	Manipulative	Identify key body positions used for volleying a ball.
	Assessment	Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
	Assessment	Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.
	Group Dynamics	Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
	Social Skills	Include others in physical activities and respect individual differences in skill and motivation.