

Grade Four *Physical Education* *Model Content Standards*

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

- 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- 1.2 Change direction quickly to maintain the spacing between two players.
- 1.3 Change direction quickly to increase the spacing between two players.
- 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

Locomotor Movement

- 1.5 Jump a self-turned rope.

Manipulative Skills

- 1.6 Throw and catch an object with a partner while both partners are moving.
- 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- 1.9 Catch a fly ball above the head, below the waist, and away from the body.
- 1.10 Kick a ball to a moving partner, using the inside of the foot.
- 1.11 Kick a stationary ball from the ground into the air.
- 1.12 Punt a ball dropped from the hands.
- 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
- 1.15 Strike a gently tossed ball with a bat, using a side orientation.
- 1.16 Keep a foot-dribbled ball away from a defensive partner.
- 1.17 Keep a hand-dribbled ball away from a defensive partner.
- 1.18 Manipulate an object by using a long-handled implement.
- 1.19 Stop a kicked ball by trapping it with the foot while standing still.
- 1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills

- 1.21 Perform a series of basic square-dance steps.
- 1.22 Perform a routine to music that includes even and uneven locomotor patterns.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management

- 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
- 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

Manipulative Skills

- 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- 2.6 Distinguish between punting and kicking and describe the similarities and differences.
- 2.7 Compare and contrast dribbling a ball without a defender and with a defender.
- 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
- 2.9 Identify key body positions used for volleying a ball.

Rhythmic Skills

- 2.10 Design a routine to music that includes even and uneven locomotor patterns.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
- 3.2 Demonstrate the correct body position for pushing and pulling large objects.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

- 3.4 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.

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- 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
- 3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify the correct body alignment for performing lower-body stretches.
- 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.
- 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- 4.4 Identify healthful choices for meals and snacks that help improve physical performance.
- 4.5 Explain why the body needs water before, during, and after physical activity.
- 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
- 4.7 Explain the purpose of warm-up and cool-down periods.

Aerobic Capacity

- 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.
- 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
- 4.10 Identify two characteristics of physical activity that build aerobic capacity.
- 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance

- 4.12 Describe the difference between muscular strength and muscular endurance.
- 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- 4.14 Recognize how strengthening major muscles can improve performance at work and play.
- 4.15 Describe the correct form to push and pull heavy objects.

Flexibility

- 4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition

- 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- 5.3 Accept responsibility for one's own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.

Social Interaction

- 5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics

- 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.