

Physical Education, Grade 4

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate

incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-

(6)

Breakouts

- (i) spin with control at different levels with manipulatives
- (ii) spin with control at different speeds with manipulatives
- (iii) spin with control at different positions with manipulatives
- (iv) roll with control at different levels with manipulatives
- (v) roll with control at different speeds with manipulatives
- (vi) roll with control at different positions with manipulatives

- (2) 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:

- (A) transfer body weight over, under, and on equipment with good control; and

Breakouts

- (i) transfer body weight over equipment with good control
- (ii) transfer body weight under equipment with good control
- (iii) transfer body weight on equipment with good control

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

Breakouts

- (i) move into various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities
- (ii) move out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

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

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

Breakouts

- (i) practice the key elements of manipulative skills, including eye on target, during dynamic activities
 - (ii) practice the key elements of manipulative skills, including follow-through, during dynamic activities
 - (iii) practice the key elements of manipulative skills, including body weight transfer, during dynamic activities
 - (iv) practice the key elements of manipulative skills, including body position, during dynamic activities
- (B) practice the key elements of catching a ball at a variety of levels above and below the waist;

Breakouts

- (i) practice the key elements of catching a ball at a variety of levels above the waist
 - (ii) practice the key elements of catching a ball at a variety of levels below the waist
- (C) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction;

Breakouts

- (i) demonstrate key elements of hand dribbling with dominant hand while changing both speed and direction
 - (ii) demonstrate key elements of hand dribbling with non-dominant hand while changing both speed and direction
- (D) dribble a ball with control alternating feet while changing both speed and direction with a partner;

Breakouts

- (i) dribble a ball with control alternating feet while changing both speed and direction with a partner
- (E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through;

Breakouts

- (i) identify the key elements in kicking patterns, including body position
 - (ii) identify the key elements in kicking patterns, including weight transfer
 - (iii) identify the key elements in kicking patterns, including follow-through
 - (iv) demonstrate the key elements in kicking patterns, including body position
 - (v) demonstrate the key elements in kicking patterns, including weight transfer
 - (vi) demonstrate the key elements in kicking patterns, including follow-through
- (B) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner;

Breakouts

- (i) demonstrate correct technique in underhand volleying to a wall, net, or partner
 - (ii) demonstrate correct technique in overhead volleying to a wall, net, or partner
- (C) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner;

Breakouts

- (i) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner
- (D) jump a self-turned rope using a variety of intermediate skills; and

Breakouts

- (i) jump a self-turned rope using a variety of intermediate skills
- (E) demonstrate entering and exiting a turned long rope using intermediate jumping skills.

Breakouts

- (i) demonstrate entering a turned long rope using intermediate jumping skills
- (ii) demonstrate exiting a turned long rope using intermediate jumping skills

individually or in a group.

- (A) demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.

Breakouts

- (i) demonstrate a rhythmic routine with appropriate steps individually or in a group
- (ii) demonstrate a rhythmic routine with appropriate movement patterns individually or in a group

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (B) explain fundamental components and strategies of dynamic activities and lead-up games;

Breakouts

- (i) explain fundamental components of dynamic activities
- (ii) explain fundamental strategies of dynamic activities
- (iii) explain fundamental components of lead-up games
- (iv) explain fundamental strategies of lead-up games

- (C) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and

Breakouts

- (i) practice specific movement skills in designated dynamic activities with a partner or a small group
- (ii) practice specific movement skills in designated lead-up games with a partner or a small group
- (iii) demonstrate specific movement skills in designated dynamic activities with a partner or a small group

(D) exhibit appropriate sporting behavior during independent games and activities.

Breakouts

(i) exhibit appropriate sporting behavior during independent games

(ii) exhibit appropriate sporting behavior during independent activities

(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.

(A) 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.

Breakouts

(i) participate in a variety of outdoor recreational skills

(ii) participate in a variety of outdoor recreational activities

(8) 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:

(A) describe the benefits of regular physical activity on overall health and wellness;

Breakouts

(i) describe the benefits of regular physical activity on overall health

(ii) describe the benefits of regular physical activity on overall wellness

(B) demonstrate frequency and intensity during endurance activities; and

Breakouts

(i) demonstrate frequency during endurance activities

(ii) demonstrate intensity during endurance activities

(C) identify and demonstrate the components of health- and skill-related fitness.

- (ii) explain the importance of proper hydration during physical activity
- (iii) explain the importance of proper hydration after physical activity

(11) 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:

- (A) work independently to select proper attire and safety equipment that ppreently tewi. The student is o

- (i) identify ways to accept individual challenges to persevere in a positive manner when learning a variety of new skills
 - (ii) identify ways to use self-management skills to persevere in a positive manner when learning a variety of new skills
- (15) 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.
 - (A) listen respectfully to make appropriate changes in performance based on feedback from teacher and peers.

Breakouts

- (i) listen respectfully to make appropriate changes in performance based on feedback from teacher
 - (ii) listen respectfully to make appropriate changes in performance based on feedback from peers
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (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

Breakouts

- (i) differentiate among types of moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available
 - (ii) participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available
- (B) participate in a variety of physical activities in the school and community for personal enjoyment.

Breakouts

- (i) participate in a variety of physical activities in the school for personal enjoyment
 - (ii) participate in a variety of physical activities in the community for personal enjoyment

enjoyment