

GRADE 4: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Description	Activities
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and nonlocomotor skills.	<ul style="list-style-type: none"> • Enters into and jump a long rope. • Throws a variety of objects to a target using correct form. • Plays catch with a ball and scoops. 	<ul style="list-style-type: none"> • Perform locomotor skills. • Rope jumping activities (single/double) • Eye-hand throw/receive activities
	2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.	<ul style="list-style-type: none"> • Dribbles a ball while guarded by a defender. • Receives an object while guarded by a defender. • Plays versions of “Capture the Flag.” 	<ul style="list-style-type: none"> • Eye/hand, eye/foot focused skills. • Team games focused on benchmark.
	3. Students will acquire beginning skills of a few specialized movement forms (e.g., lead-up skills).	<ul style="list-style-type: none"> • Participates in Frisbee activities. • Demonstrates a variety of soccer-related skills. • Participates in small-sided games (e.g., 2 on 2 basketball). 	<ul style="list-style-type: none"> • Frisbee games (golf, ultimate, etc.). • Soccer (mini, mass, etc.)
	4. Students will combine movement skills in applied settings.	<ul style="list-style-type: none"> • Play “Pepper” to practice softball skills. • Develops a tumbling sequence. • Participates in 4-on-4 “Keep Away” with a ball. 	
	5. Students will create a dance sequence and refine it into a repeatable pattern.	<ul style="list-style-type: none"> • Creates a line dance. • Creates a tinkling or jump band routine. • Creates an interpretive dance to a musical selection. 	<ul style="list-style-type: none"> • Cross-curricular line dance/rhythms <ul style="list-style-type: none"> - Cha-cha slide - Macarena - Cupid Shuffle - Telephone - Electric Slide - Honky Tonk Stomp - Dance, Dance, Dance
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will apply critical elements to improve personal performance in fundamental and selected specialized motorized motor skills.	<ul style="list-style-type: none"> • Performs a long jump with vs. without arm lift and examines the difference. • Examines the results using various points of release when throwing a ball overhand. • Examines the difference between being “on the balls of feet” vs. flat footed when applying the concept of “ready position.” 	<ul style="list-style-type: none"> • Track: Field Unit. • Overhand throw activities. • 50 yard dash/long jump, etc.

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	2. Students will use critical elements of fundamental and specialized movement skills to provide feedback to others.	<ul style="list-style-type: none"> • Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward. • Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward. • Explains the importance of keeping “eyes on the ball” when batting. 	<ul style="list-style-type: none"> • Kicking games/skills (football, soccer, kickball, etc.). • Opposition work. • B-ball, softball, hockey, golf, etc.
	3. Students will identify the fitness components. (e.g. health related and skill related)	<ul style="list-style-type: none"> • List the five component of health related fitness. • Participates in warm up exercises, and identifies the component associated with each exercise. • List the six components of skill related fitness. • Identifies examples of skill related fitness components in associated sport skills. 	<ul style="list-style-type: none"> • Fitness/health wall charts. • Skill-related wall charts. • Relate to games/units.
	4. Students will understand that appropriate practice improves performance.	<ul style="list-style-type: none"> • Identifies that sprinting will improve short distance running. • Identifies that striking, throwing and catching all improve eye-hand coordination. • Identifies that stretching improves flexibility. • Maintains a volley, with a partner, keeping object within court boundaries. 	<ul style="list-style-type: none"> • 50/100 yard dash. • Shuttle Run. • Dynamic/static stretches. • Eye/hand skill work associated to unit.
	5. Students will recognize strategies that improve movement performance (e.g., angle of throw, spin).	<ul style="list-style-type: none"> • Examines the results of a basketball contacting a backboard at various angles. • Examines the results of a ball thrown at a wall using various angles. • Examines the results of a bounce pass applying top and back spin. 	<ul style="list-style-type: none"> • Basketball skill shooting. • Throwing games.

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3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<ul style="list-style-type: none"> • Participates in lead up games for team sports. • Jogs/speed walks continuously for 5 – 15 minutes. • Participates in lead up games for individual and dual sports. 	<ul style="list-style-type: none"> • Team focused units. • 1 mile prep work. • Grade appropriate games.
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> • Identifies that continuous aerobic activity strengthens heart and lungs. • Identifies specific exercises that strengthen specific muscle groups. • Identifies specific stretches assist specific muscle groups in becoming more flexible. 	<ul style="list-style-type: none"> • Cardiovascular focused activities. • Wall charts – discuss. • Dynamics/static stretch.
	3. Students will identify and participate in several moderate to vigorous activities that provide personal pleasure.	<ul style="list-style-type: none"> • Participates in small sided games (soccer, football, basketball). • Jump rope continuously for 3 to 5 minutes. • Participates in aerobic dance routines to music. 	(Listed in earlier benchmarks.)
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify and participate in several activities related to each component of physical fitness.	<ul style="list-style-type: none"> • Jumps rope to improve cardiovascular system. • Participates in long toss to improve arm strength. • Understands that plyometric increases muscle endurance and strength in the legs. • Participates in stretching activities to increase flexibility. • Knows that physical activity levels and eating habits affect body composition. 	<ul style="list-style-type: none"> • Jump Rope for Heart. • Fitness Fridays. • Words listed on white board. • Nutrition/fitness/stretching.
	2. Students will associate results of fitness testing to personal health status and ability to perform various activities	<ul style="list-style-type: none"> • Recognizes that flexibility tested by sit and reach is associated with improved performance and reduction of injury. • Recognizes that running improves cardiovascular endurance. • Recognizes that continuously shooting baskets improves the muscular endurance of the arms and shoulders needed in game play. 	<ul style="list-style-type: none"> • Sit and Reach Test. • 5K/Mile/50/100. • Endurance vs. explosive. • Wall charts.

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	3. Students will meet the health-related fitness standards as defined by a National Fitness Test.	<ul style="list-style-type: none"> • Successfully participates in the Fitnessgram Fitness Test. • Successfully participates in the President's Challenge Fitness Test. 	<ul style="list-style-type: none"> • Participate in President's Fitness Test. • 50, curl-ups, pull-ups, Sit and Reach. • Shuttle Run, ½ and 1 mile runs.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow, with few reminders, activity specific rules, procedures and etiquette.	<ul style="list-style-type: none"> • Plays modified games. • Correctly uses specified boundaries. • Shows good sportsmanship qualities during game play. 	<ul style="list-style-type: none"> • All team games.
	2. Students will utilize safety principles in activity situations.	<ul style="list-style-type: none"> • Keeps hockey stick below knee level during skill work and game play. • Climbs to heights appropriate to strength and comfort level of self, as well as, guidelines set by teacher. • Throws and catches with a partner utilizing safe spacing. 	<ul style="list-style-type: none"> • Safety is the focus of every unit and activity. • Continuous spatial awareness.
	3. Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.	<ul style="list-style-type: none"> • Plays small sided soccer game cooperatively • Encourages team. • Successfully participates in simple partner skill challenges. • Accepts individual responsibility for completing specific tasks in a group activity. 	<ul style="list-style-type: none"> • Mini soccer (3/4 per game) • Skill work relative to unit. • Be in charge of yourself.
	4. Students will work independently and on-task for short periods of time.	<ul style="list-style-type: none"> • Uses video to independently practice a skill. • Successfully completes one step in juggling before moving onto the next progression. • Completes skill work independently. 	<ul style="list-style-type: none"> • Juggling Unit.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will experience enjoyment while participating in physical activity.	<ul style="list-style-type: none"> • Demonstrates eagerness to try new skills and activities. • Shares fun experiences in physical activity. • Shows outward verbal and nonverbal signs of a positive experience (e.g., constant movement, smiling, effort). 	<ul style="list-style-type: none"> • Demonstrate positive choices and encouragement.

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	2. Students will practice activities to increase skill competence.	<ul style="list-style-type: none"> • Participate in bowling to increase balance, hand/eye coordination, and accuracy. • Participates in lead-up activities, such as lightening in basketball, to achieve competence in shooting. • Participates in “Give and Go” drills to increase passing skills. 	(Google Docs shared document.)
	3. Students will interact appropriately with peers while participating in group activities.	<ul style="list-style-type: none"> • Uses positive comments and refrains from using “put downs” during physical activity. • Sets group goals based on teamwork and sportsmanship. • Takes responsibility for playing position in group activities. 	<ul style="list-style-type: none"> • “Praise Phrases” and “Positive Word Lists.”
	4. Students will demonstrate the acceptance of other skills and abilities.	<ul style="list-style-type: none"> • Participates in wheel chair basketball. • Creates and executes an activity that involves an impairment (e.g., hearing or vision impairment). • Invites all students regardless of ability to participate in physical activities. 	