

Grade 4

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms.

1-E-1. Demonstrates mature form in locomotor, non-locomotor, movement concepts and manipulative skills. 1-E-1

1. Demonstrate spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) individual/partner, and group activities. 1-E-1.1
2. Apply space awareness movement concepts of direction and pathways (e.g., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, straight and) in individual/partner and group activities. 1-E-1.2
3. Apply combinations of directional awareness movement concepts and pathways (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, straight and) in individual/partner, and group activities 1-E-1.3
4. Apply all spatial awareness movement concepts for levels (i.e., low, medium, and high) with mature forms of selected fundamental motor skills. 1-E-1.4
5. Apply relationship awareness concepts (i.e., large/small, far/near, over/under, above/below, behind, in-front, in/out, between/through, front/back) in individual and small group settings using people and objects. 1-E-1.5

1-E-2. Combines a variety of motor skills for specific sports with a stationary and/or moving partner. 1-E-2

1. Demonstrate a combination of movement concepts while performing various skills (e.g., sliding while dribbling a ball in a curved pathway in general space, trap and pass, catch and pivot, volley ball with racquet/paddle while moving) 1-E-2.1
2. Demonstrate chasing, dodging and fleeing skills from individuals and objects during games/activities. 1-E-2.2

1-E-3. Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills). 1-E-3

1. Apply knowledge of selected critical elements while performing movement concepts and selected manipulative skills: catch, kick, foot dribble, strike with a short handled implement and with the hand, chest pass, bounce pass, hand dribble, throw and volley in individual and group settings. 1-E-3.1
2. Manipulate a variety of objects with different sizes, shape and weights while in partners or small group settings. 1-E-3.2
3. Develop combinations of movements into sequences with a partner or small group. 1-E-3.3
4. Balance with control on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop). 1-E-3.4

1-E-4. Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music). 1-E-4

1. Demonstrate simple repeating rhythmic sequence, with a partner or small group, by combining a variety of mature movement skills. 1-E-4.1
2. Perform simple rhythmic patterns using body movements and manipulative skills with a partner or small group (e.g., balls, ribbons, Lummi sticks, parachute, panel chute). 1-E-4.2
3. Apply a variety of rhythmic beats while using different body parts (e.g. hand clapping, foot stomping, finger snapping, hands and legs) with a partner or small group. 1-E-4.3

Applies movement concepts and principles to the learning and development of motor skills.

2-E-1. Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events). 2-E-1

1. Participate in low organized games/activities that include movement concepts and integrate with grade-appropriate language arts (e.g., action stories, movement vocabulary, body spelling). 2-E-1.1
2. Participate in low organized games/activities that include movement and integrate with appropriate math skills (e.g., skip counting, time, clock skills, addition, subtraction, multiplication, division). 2-E-1.2
3. Participate in low organized games/activities that include movement concepts and integrate with grade appropriate science concepts (e.g., force, friction, heart rate, body parts, body systems, center of gravity, leverage, nutrition). 2-E-1.3
4. Participate in low organizational games/activities that include movement concepts and integrate with grade-appropriate social studies skills (e.g., states, capitol, land forms, longitude, latitude). 2-E-1.4

2-E-2. Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw). 2-E-2

1. Understand and demonstrate mature form for manipulative skills: throwing, catching, kicking, and dribbling with hands and feet (e.g., step forward opposite foot, arm position, step and follow through). 2-E-2.1
2. Understand and demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown). 2-E-2.2
3. Demonstrate transferring weight (e.g. hands to feet, feet to hands, foot to foot, hand to hand) while maintaining balance at fast and slow speeds. 2-E-2.3

2-E-3. Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height). 2-E-3

1. Critique one's own strengths and weaknesses when performing complex movement patterns (e.g., kicking a stationary ball, kicking a moving ball, dribbling a ball with dominant and non-dominant hand, punting a football, kicking a soccer ball with the inside of the foot), using a checklist/rubric. 2-E-3.1
2. Critique a peer's strengths and weaknesses when performing movement patterns listed above, using a checklist/rubric. 2-E-3.2
3. Illustrate correct movement patterns for punting a football, kicking a stationary ball, dribbling a basketball while moving (e.g., draw a picture, find pictures in magazines, and use technology to locate graphics). 2-E-3.3
4. Record in journal about the student's observation of personal and classmate activity. 2-E-3.4

2-E-4. Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting). 2-E-4

1. Identify three key components (e.g., self-discipline, determination) for improving skills 2-E-4.1
 2. Recognize and explain inefficient movement for specific kicking, throwing, catching, and dribbling skills (e.g., arm/leg movement pattern). 2-E-4.2
 3. Identify and practice skills for which improvement is needed in lead-up game settings. 2-E-4.3
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Exhibits a physically active lifestyle.

3-E-1. Describes the physical benefits of participation in health-related activities. 3-E-1

1. Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). 3-E-1.1
2. Identify the long-term impact of physical activity to one's physical health. 3-E-1.2
3. Identify the long-term impact of physical activity to one's emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate). 3-E-1.3

3-E-2. Identifies several moderate to vigorous physical activities that provide personal pleasure and participates in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball). 3-E-2

1. Students will participate in moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures). 3-E-2.1
2. Document positive and negative feelings that result from different levels of participation in physical activities. 3-E-2.2
3. Document opportunities for individual and group/team physical activity within the school and community. 3-E-2.3

3-E-3. Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness). 3-E-3

1. Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes everyday of the week and document (activity log, journal). 3-E-3.1
2. Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities. 3-E-3.2

Achieves and maintains a health-enhancing level of physical fitness.

4-E-1. Identifies several activities related to each component of health related fitness. 4-E-1

1. Distinguish between aerobic and anaerobic activities when given a list of selected activities (e.g., 50 yard dash vs. 1 mile run, diving in pool vs. swimming laps). 4-E-1.1
2. Identify flexibility activities when given a list of activities (e.g., yoga, dance, gymnastics, martial arts). 4-E-1.2
3. Distinguish between muscular strength and endurance activities when given a list of activities (e.g., push-ups, pull-ups, crunches, changing a tire, walking up a hill, rock climbing). 4-E-1.3
4. Identify factors that affect body composition when given a list (e.g., nutritional choices, physical activity, hereditary traits, culture). 4-E-1.4

4-E-2. Participates in self-assessment for health-related fitness. 4-E-2

1. Participate in health-related fitness assessments and interpret personal results (i.e.; Fitness gram/Activitygram or comparable assessment tool). 4-E-2.1

4-E-3. Selects an activity program that is designed to improve health-related fitness. 4-E-3

1. Regularly participate in teacher designed physical education program. 4-E-3.1
2. Participate in and log extra-curricular activity either at school or in the community. 4-E-3.2

4-E-4. Adopts personal goals based upon results of fitness assessments. 4-E-4

1. Identify health-related fitness components to enhance throughout the school year. 4-E-4.1
2. Perform and log activities or exercises that relate to one or more of the fitness components. 4-E-4.2

Demonstrates responsible personal and social behavior in physical activity settings.

5-E-1. Demonstrates good sportsmanship and fair play in a variety of settings. 5-E-1

1. Identify and model examples of good sportsmanship and fair play. 5-E-1.1
2. Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments). 5-E-1.2

5-E-2. Recognizes and avoids unsafe practices and situations. 5-E-2

1. Remain on task and model responsible behavior in individual and group settings. 5-E-2.1
2. Use equipment properly and safely. 5-E-2.2
3. Play within the rules of the game or activity. 5-E-2.3
4. Model self-control by accepting controversial decisions. 5-E-2.4
5. Exhibit good sportsmanship and fair play during games/activities. 5-E-2.5

5-E-3. Works cooperatively with teachers and peers to reach a common goal. 5-E-3

1. Follow directions and rules during school hours (e.g. line behavior, entering and exiting play area). 5-E-3.1
2. Describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings 5-E-3.2
3. Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity). 5-E-3.3

5-E-4. Exhibits independence and ability to succeed in groups. 5-E-4

1. Demonstrate a willingness to achieve success when participating in physical education class (gives best effort, displays enjoyment, improves skill development). 5-E-4.1
2. Demonstrate cooperation with a partner in order to achieve successful participation in a game or activity. 5-E-4.2
3. Apply problem-solving strategies to work with a group in order to achieve a pre-determined outcome. 5-E-4.3

5-E-5. Accepts and gives constructive feedback. 5-E-5

1. Identify critical elements of a skill 5-E-5.1
2. Provide appropriate feedback of skill demonstration (e.g., throwing, catching kicking dribbling) to teacher or partner in a positive manner. 5-E-5.2
3. Apply feedback given by teacher or peer to a skill by practicing to improve skill. 5-E-5.3

Demonstrates an understanding and respect for differences among people in physical activity settings.

6-E-1. Displays positive attitudes toward self and others through physical activity. 6-E-1

1. Demonstrate respect of classmates with or without disabilities that may affect one's participation in physical activity. 6-E-1.1
2. Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately. 6-E-1.2
3. Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge. 6-E-1.3

6-E-2. Demonstrates tolerance for individual differences. 6-E-2

1. Cooperate with any child in the class as a partner or in group settings. 6-E-2.1
2. Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity. 6-E-2.2
3. Continue to work willingly with a partner when initially unsuccessful. 6-E-2.3

6-E-3. Explores the role of history in physical activities/games, sports of United States and other countries. 6-E-3

1. Report on the history and origin of games and activities played by children in the United States and other countries cooperatively share findings. 6-E-3.1
 2. Research and report the history and origin of popular games played by children in other countries and report findings to a group. 6-E-3.2
 3. Compare/contrast how games and activities are played by children in the United States and other countries (Use graphic organizer or thinking map). 6-E-3.3
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Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. 7:

7-E-1. Exhibits positive feelings about participation in physical activity. 7-E-1

1. Identify activities that are enjoyable and that provide success with students of similar skill levels. 7-E-1.1
 2. Identify two positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.). 7-E-1.2
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7-E-2. Engages in the challenge of new activities. 7-E-2

1. Log and journal new and personal challenging physical activity. 7-E-2.1
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7-E-3. Participates enthusiastically in independent and interactive physical activities. 7-E-3

1. During physical education class, actively participates in individual and group games and activities. 7-E-3.1
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7-E-4. Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities. 7-E-4

1. Satisfactorily complete assignments for activities requiring game design, gymnastics performance (tumbling combination, series of 3 balances, partner balances), and dance (aerobic routine, student selected form of dance, line dance, etc.). 7-E-4.1
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7-E-5. Acknowledges the role of games, sports, and dance in getting to know and understand self and others. 7-E-5

1. Identify two things learned about oneself and two things learned about others during participation in games, sports, and dance. 7-E-5.1
2. Describe how cooperation, understanding strengths and weaknesses in self and others, can be used in problem-solving strategies in order to achieve success. 7-E-5.2