

# Grade 4

**Demonstrates competency in a variety of motor skills and movement patterns.** [S1](#)

## **Locomotor**

- 1 Hopping, galloping, running, sliding, skipping, leaping: [S1.1](#)
  - 4 Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. [S1.1.4](#)
- 2 Jogging, running: [S1.2](#)
  - 4 Runs for distance using a mature pattern. [S1.2.4](#)
- 3 Jumping and landing, horizontal: [S1.3](#)
  - 4 Uses spring-and-step takeoffs and landings specific to gymnastics. [S1.3.4](#)
- 4 Jumping and Landing, vertical: [S1.4](#)
  - 4 Uses spring-and-step takeoffs and landings specific to gymnastics. [S1.4.4](#)
- 5 Dance: [S1.5](#)
  - 4 Combines locomotor movement patterns and dance steps to create and perform an original dance. [S1.5.4](#)
- 6 Combinations: [S1.6](#)
  - 4 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or student designed small-sided practice tasks. [S1.6.4](#)

---

## Nonlocomotor (stability)

- 7 Balance: S1.7
  - 4 Balances on different bases of support on apparatus, demonstrating levels and shapes. S1.7.4
- 8 Weight Transfer: S1.8
  - 4 Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick handstand, cartwheel) S1.8.4
- 9 Weight Transfer, rolling: S1.9
  - 4 Applies skill. S1.9.4
- 10 Curling and stretching; twisting and bending: S1.10
  - 4 Moves into and out of balances with curling, twisting, and stretching actions. S1.10.4
- 11 Combinations: S1.11
  - 4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. S1.11.4
- 12 Balance and weight transfers: S1.12
  - 4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. S1.12.4

---

## Manipulative

### 13 Throwing underhand: S1.13

4 Applies skill. S1.13.4

### 14 Throwing overhand: S1.14

4a Throws overhand using a mature pattern in a nondynamic environment (closed skills). S1.14.4A

4b Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.14.4B

### 15 Passing with hands: S1.15

4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). S1.15.4

### 16 Catching: S1.16

4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed environment). S1.16.4

### 17 Dribbling/ball control with hands: S1.17

4a Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. S1.17.4A

4b Dribbles in general space with control of ball and body while increasing and decreasing speed. S1.17.4B

### 18 Dribbling/ball control with feet: S1.18

4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.18.4

### 19 Passing and receiving with feet: S1.19

4a Passes and receives ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). S1.19.4A

4b Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. S1.19.4B

### 20 Dribbling in Combination: S1.20

4 Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting). S1.20.4

### 21 Kicking: S1.21

4 Kicks along the ground and in the air, and punts using mature patterns. S1.21.4

### 22 Volleying underhand: S1.22

4 Volleys underhand using a mature pattern in a dynamic environment (e.g. 2 square, 4 square, handball). S1.22.4

### 23 Volleying overhead: S1.23

- 4 Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. [S1.23.4](#)
- 24 Striking, short implement: [S1.24](#)
  - 4a Strikes an object with a short-handled implement while demonstrating a mature pattern. [S1.24.4A](#)
  - 4b Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. [S1.24.4B](#)
- 25 Striking, long implement: [S1.25](#)
  - 4 Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). [S1.25.4](#)
- 26 In combination with locomotor: [S1.26](#)
  - 4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. [S1.26.4](#)
- 27 Jumping rope: [S1.27](#)
  - 4 Creates a jump-rope routine with either a short or long rope. [S1.27.4](#)

---

## AQUATICS

- 28 [S1.28](#)
  - 4 Demonstrate selected elements of the basic aquatic skills of front float, back float, glide and recovery in isolated settings. [S1.28.4](#)
- 29 [S1.29](#)
  - 4 Demonstrated selected elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings. [S1.29.4](#)
- 30 [S1.30](#)
  - 4 Demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet/5 yards in the water in isolated settings. [S1.30.4](#)
- 31 [S1.31](#)
  - 4 Demonstrate locomotion, in a supine position, using alternative propulsive arm action with hand moving downward and alternating kick in the water in isolated settings. [S1.31.4](#)
- 32 [S1.32](#)
  - 4 Demonstrate jumping or stepping from the side while wearing a life jacket and locomote to a position safety in isolated settings. [S1.32.4](#)

related to movement and performance. S2

---

Space: S2.1

**4a** Applies the concept of open spaces to combination skills involving traveling (e.g. dribbling and traveling) S2.1.4A

---

**4b** Applies the concept of closing spaces in small-sided practice tasks. S2.1.4B

---

Pathways, shapes, levels: S2.2

**4** Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments. S2.2.4

---

Speed, direction, force: S2.3

**4a** Applies the movement concepts of speed, endurance, and pacing for running. S2.3.4A

---

**4b** Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. S2.3.4B

---

Alignment and muscular tension: S2.4

**4** Applies skill. S2.4.4

---

Strategies and tactics: S2.5

**4a** Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.5.4A

---

**4b** Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.5.4B

---

**4c** Recognizes the types of kicks needed for different games and sports situations. S2.5.4C

---

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

---

**Standard 3** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

---

Physical Activity knowledge: S3.1

**4** Analyzes opportunities for participating in physical activity outside physical education class. S3.1.4

---

Engages in Physical Activity: S3.2

**4** Actively engages in the activities on physical education class, both teacher-directed and independent. S3.2.4

---

Fitness Knowledge: S3.3

**4** Identifies the components of health-related fitness. S3.3.4

---

<b>Fitness Knowledge:</b> S3.4	<b>4 Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.</b> S3.4.4
<b>Assessment and Program Planning:</b> S3.5	<b>4a Completes fitness assessments (pre- and post-).</b> S3.5.4A
	<b>4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</b> S3.5.4B
<b>Nutrition:</b> S3.6	<b>4 Discusses the importance of hydration and hydration choices relative to physical activities.</b> S3.6.4
<b>Exhibits responsible personal and social behavior that respects self and others.</b> S4	<b>Standard 4 Exhibits responsible personal and social behavior that respects self and others.</b> S4
<b>Personal responsibility:</b> S4.1	<b>4 Exhibits responsible behavior in independent group situations.</b> S4.1.4
<b>Personal responsibility:</b> S4.2	<b>4 Reflects on personal social behavior in physical activity.</b> S4.2.4
<b>Accepting feedback:</b> S4.3	<b>4 Listens respectfully to corrective feedback from others (e.g. peers, adults).</b> S4.3.4
<b>Working with others:</b> S4.4	<b>4a Praises the movement performance of others both more- and less-skilled.</b> S4.4.4A
	<b>4b Accepts players of all levels into the physical activity.</b> S4.4.4B
<b>Rules and Etiquette:</b> S4.5	<b>4 Exhibits etiquette and adherence to rules in a variety of physical activities.</b> S4.5.4
<b>Safety:</b> S4.6	<b>4 Works safely with peers and equipment in physical activity settings.</b> S4.6.4
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b> S5	<b>Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b> S5
<b>Health:</b> S5.1	<b>4 Examines the health benefits of participating in physical activity.</b> S5.1.4

**Challenge:** S5.2

**4 Rates the enjoyment of participating in challenging and mastered physical activities.** S5.2.4

---

**Self-expression and enjoyment:** S5.3

**4 Ranks the enjoyment of participating in different physical activities.** S5.3.4

---

**Social interaction:** S5.4

**4 Describes and compares the positive social interactions when engaged in partner, smallgroup and large-group physical activity.** S5.4.4