

4th Grade Physical Education

Instructional Focus: This level focuses on cooperative participation in large and small groups and showing consideration of self, others, and equipment. Self-responsibility is emphasized.

Motor Skills

Standards

SHAPE Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

Objectives

Students will:

- Uses various locomotor skills in a variety of small- sided practice tasks, dance, and educational gymnastics experiences.
- Runs for distance using a mature pattern.
- Uses spring-and- step take-offs and landings specific to gymnastics.
- Combines locomotor movement patterns and dance steps to create and perform an original dance.
- Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
- Balances on different bases of support on apparatus, demonstrating levels and shapes.
- Transfer weight from feet to hand with various speeds with large extensions (i.e. mule kick, handstand, cartwheel).
- Moves into and out of balances on apparatus with curling, twisting and stretching actions.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- Applies underhand throw.
- Throws overhand using a mature pattern in non-dynamic environments (closed skills).
- Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non- dynamic environment (closed skills).
- Dribbles in self- space with both the preferred and the no preferred hands using a mature pattern.
- Dribbles in general space with control of ball and body while increasing and decreasing speed.
- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment.
- Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.

Examples

- Creative movement within activities
- Warm up activities
- Runs of different distances

<ul style="list-style-type: none"> • Dribbles with hands or feet in combination with other skills (i.e. passing, receiving, shooting). • Kicks along the ground and in the air, and punts using mature patterns. • Volleys underhand using a mature pattern, in a dynamic environment (i.e. two square, four square, handball). • Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. • Strikes object with short handled implement while demonstrating mature pattern. • Strikes an object with short-handled implement alternating hits with partner across low net or against wall. • Strikes an object with a long-handled implement (i.e., hockey sticks, golf club, bat, tennis racket, 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). • Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. • Creates jump rope routine with either a short or long jump rope. 	
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Learning Concepts

Standards

SHAPE Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **AK PE Standard B** Apply movement concepts to the learning and performance of physical activities.

Objectives

Students will:

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- Applies the concept of closing spaces in small-sided practice tasks.
- Dribbles in general space with changes in direction and speed.
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
- Applies the movement concepts of speed, endurance and pacing for running.
- Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- Applies simple offensive strategies and tactics in chasing and fleeing activities.
- Applies simple defensive strategies and tactics in chasing and fleeing activities.
- Recognizes the types of kicks needed for different games and sports situations.

Examples

- Offensive/Defensive strategies
- Passing/shooting strategies

Fitness and Active Lifestyle

Standards

SHAPE Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **AK PE Standard C** Participate regularly in physical activity. **AK PE Standard D** Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Analyzes opportunities for participating in physical activity outside physical education class. Engages actively in the activities of physical education class, both teacher-directed and independent. Identifies the components of health-related fitness. Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. Completes fitness assessments (pre- and post-). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. Discusses the importance of hydration and hydration choices relative to physical activities. 	<ul style="list-style-type: none"> Healthy Futures log or other self-tracking Use fitness games and workouts Fitness stations and feedback Nutrition lessons and activities
Social/Respect	
Standards	
<p>SHAPE Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. AK PE Standard E Exhibit personal and social behavior that respects self and others in physical activity settings.</p>	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Exhibits responsible behavior in independent group situations. Reflects on personal social behavior in physical activity. Listened respectfully to corrective feedback from others (i.e. peers, adults). Praises the movement performance of others both more-skilled and less-skilled. Accepts players of all skill levels into the physical activity. Exhibits etiquette and adherence to rules in a variety of physical activities. Works safely with peers and equipment in physical activity settings. 	<ul style="list-style-type: none"> Kagan Team/Class Building exercises Peer Teaching In game sportsmanship responsibilities Teach and reinforce expectations
Value Physical Activity	
Standards	
<p>SHAPE Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. AK PE Standard F Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Examines the health benefits of participating in physical activity. Rates the enjoyment of participating in challenging and mastered physical activities. Ranks the enjoyment of participating in different physical activities. Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. 	<ul style="list-style-type: none"> Healthy futures Share community participation PE “Good Things”