

GRADE 4

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

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

GLEs

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-1.2 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-1.3 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-1.4 Apply all spatial awareness movement concepts for levels (i.e., low, medium, and high) with mature forms of selected fundamental motor skills.

1-E-1.5 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.

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

GLEs

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-2.2 Demonstrate chasing, dodging and fleeing skills from individuals and objects during games/activities.

Benchmark 1-E-3: Exhibits ability to manipulate objects with fundamental motor skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).

GLEs

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-3.2 Manipulate a variety of objects with different sizes, shape and weights while in partners or small group settings.

1-E-3.3 Develop combinations of movements into sequences with a partner or small group.

1-E-3.4 Balance with control on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop).

Benchmark 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).

GLEs

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-4.2 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-4.3 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.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

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

GLEs

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-1.2 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-1.3 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-1.4 Participate in low organizational games/activities that include movement concepts and integrate with grade-appropriate social studies skills (e.g., states, capitols, land forms, longitude, latitude).

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

GLEs

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-2.2 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-2.3 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.

Benchmark 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).

GLEs

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-3.2 Critique a peer's strengths and weaknesses when performing movement patterns listed above, using a checklist/rubric.

2-E-3.3 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-3.4 Record in journal about the student's observation of personal and classmate activity.

Benchmark 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).

GLEs

2-E-4.1 Identify three key components (e.g., self-discipline, determination,) for improving skills

2-E-4.2 Recognize and explain inefficient movement for specific kicking, throwing, catching, and dribbling skills (e.g., arm/leg movement pattern).

2-E-4.3 Identify and practice skills for which improvement is needed in lead-up game settings.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

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

GLEs

3-E-1.1 Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).

3-E-1.2 Identify the long-term impact of physical activity to one's physical health.

3-E-1.3 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).

Benchmark 3-E-2: Identifies several moderate to vigorous physical activities that provide personal pleasure

GLEs

3-E-2.1 Students will participate in moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures).

3-E-2.2 Document positive and negative feelings that result from different levels of participation in physical activities.

3-E-2.3 Document opportunities for individual and group/team physical activity within the school and community.

Benchmark 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).

GLEs

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-3.2 Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

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

GLEs

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-1.2 Identify flexibility activities when given a list of activities (e.g., yoga, dance, gymnastics, martial arts).

4-E-1.3 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-1.4 Identify factors that affect body composition when given a list (e.g., nutritional choices, physical activity, hereditary traits, culture).

Benchmark 4-E-2: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLE

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

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

GLEs

4-E-3.1 Regularly participate in teacher designed physical education program.

4-E-3.2 Participate in and log extra-curricular activity either at school or in the community.

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

GLEs

4-E-4.1 Identify health-related fitness components to enhance throughout the school year.

4-E-4.2 Perform and log activities or exercises that relate to one or more of the fitness components.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

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

GLEs

- 5-E-1.1 Identify and model examples of good sportsmanship and fair play.
- 5-E-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).

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

GLEs

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

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

GLEs

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

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

GLEs

- 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-4.2 Demonstrate cooperation with a partner in order to achieve successful participation in a game or activity.
- 5-E-4.3 Apply problem-solving strategies to work with a group in order to achieve a pre-determined outcome.

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

GLEs

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

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

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

GLEs

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

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

GLEs

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

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

GLEs

- 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-3.2 Research and report the history and origin of popular games played by children in other countries and report findings to a group.
- 6-E-3.3 Compare/contrast how games and activities are played by children in the United States and other countries (Use graphic organizer or thinking map).

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

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

GLEs

- 7-E-1.1 Identify activities that are enjoyable and that provide success with students of similar skill levels.

7-E-1.2 Identify two positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.).

Benchmark 7-E-2: Engages in the challenge of new activities.

GLEs

7-E-2.1 Log and journal new and personal challenging physical activity.

Benchmark 7-E-3: Participates enthusiastically in independent interactive physical activities.

GLE

7-E-3.1 During physical education class, actively participates in individual and group games and activities.

Benchmark 7-E-4: Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities.

GLE

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.).

Benchmark 7-E-5: Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

GLEs

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-5.2 Describe how cooperation, understanding strengths and weaknesses in self and others, can be used in problem-solving strategies in order to achieve success.