

GRADE 4

Standard	Benchmarks	Content/Assessment
<p>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</p>	<p>1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and nonlocomotor skills.</p>	<ul style="list-style-type: none"> • Throws a variety of objects to a target using correct form. • Experience lifelong recreational activities (e.g., frisbee, hackey sack, X-country skiing, juggling and problem solving activities). • Experience proper shoot form in a stationary position. • Demonstrates 3 or 4 step bowling approach with arm/leg opposition or release. • Throw a Frisbee by crossing midline with truck rotation. • Demonstrate proper technique for stick handling (puck control, passing and receiving). • Execute a forward pass to a stationary target (criteria: minimum of 10 yards). • Catch a football from a throw moving of it to a minimum of 5 yards.
	<p>2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.</p>	<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.”
	<p>3. Students will acquire beginning skills of a few specialized movement forms (e.g., lead-up skills).</p>	<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). • Demonstrate skills and strategies necessary to participate in individual and dual activities. • Demonstrate short ropes skills (twirl, double jump & wraps). • Demonstrate long ropes skills (twirl, jump, enter & exit).
	<p>4. Students will combine movement skills in applied settings.</p>	<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.
	<p>5. Students will create a dance sequence and refine it into a repeatable pattern.</p>	<ul style="list-style-type: none"> • Creates a line dance. • Creates a tinikling or jump band routine. • Creates an interpretive dance to a musical selection. • Use basic movements to create and perform a sequence with a beginning middle and end.

Standard	Benchmarks	Content/Assessment
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”.
	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.
	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. • Demonstrate rules and scoring for units presented.
	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. • Need assessment in this area.
	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.

Standard	Benchmarks	Content/Assessment
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. • Participates in lead up games for individual and dual sports. • Participate in a variety of cardiorespiratory activities within the physical education program.
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> • Identifies that continuous aerobic activity strengthens heart & lungs. • Identifies specific exercises that strengthen specific muscle groups. • Identifies specific stretches assist specific muscle groups in becoming more flexible.
	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.
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"> • Identifies activities to improve cardiovascular endurance. • Participates in stretching activities to increase flexibility. • Knows that physical activity levels and eating habits affect body composition.
	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 multiple repetitions of a skill improves the muscular endurance
	3. Students will meet the health-related fitness standards as defined by a National Fitness Test.	<ul style="list-style-type: none"> • Assess individual fitness level (Presidential Physical Fitness Testing, MN Shape, fitnessgram, etc.). • Participates in a daily fitness plan for a designated time period (Fitness Fever or similar daily log over time).
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. • Behave in a manner that does not distract others.
	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.

Standard	Benchmarks	Content/Assessment
	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. • Manage conflict appropriately. • Work well cooperatively.
	4. Students will work independently and on-task for short periods of time.	<ul style="list-style-type: none"> • Completes skill work independently. • Continue to try despite frustrations.
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).
	2. Students will practice activities to increase skill competence.	<ul style="list-style-type: none"> • Participates in lead up activities to increase competence in skills. • Participates in “Give and Go” drills to increase passing skills.
	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. • Passes to an open teammate advancing to a goal. • Takes responsibility for playing position in group activities.
	4. Students will use physical activity as a means of self-expression.	<ul style="list-style-type: none"> • Create a gymnastics routine. • Designs a new game. • Creates and performs a line or square dance sequence.
	5. Students will demonstrate the acceptance of other skills and abilities.	<ul style="list-style-type: none"> • Invites all students regardless of ability to participate in physical activities.