

Grade Four

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles in individual movement performances, and tactical strategies in simple partner activities. Fitness assessment is appropriate at this grade level, and students make interpretations of the results of their assessments and set personal goals based on the results. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures.

Skilled Movement

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
 - a) Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
 - b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns).
 - c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Movement Principles and Concepts

- 4.2 The student will understand and apply movement concepts and principles in complex motor skills.
 - a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
 - b) Apply movement principles and concepts to basic game strategies.
 - c) Use movement principles to improve personal performance and provide feedback to others.
 - d) Use feedback, including available technology, to improve performance.

Personal Fitness

- 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
 - a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition).
 - b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
 - c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.

Responsible Behaviors

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
 - a) Work productively and respectfully with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Physically Active Lifestyle

- 4.5 The student will identify opportunities to participate in regular physical activity at school, at home, and in the community.