



Physical Education Grade 4

THEME:		
STRAND	DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.	Report Card Language
TOPIC: Motor Skills/Movement Patterns		
POWER OBJECTIVE #1	Combine locomotor and non-locomotor skills into movement patterns.	
SUPPORTING INDICATORS	<i>4.1A.1 Perform a sequence of movements comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).</i>	
	<i>4.1A.2 Jump rope demonstrating a variety of footwork and arm action skills.</i>	
	<i>4.1A.3 Combine balance and weight transfer skills in a movement sequence.</i>	
	<i>4.1A.4 Combine locomotor movement patterns and dance steps to create and perform a dance.</i>	
POWER OBJECTIVE #2	Apply the critical elements of fundamental manipulative skills in a variety of physical activities.	
SUPPORTING INDICATORS	<i>4.1B.1 Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.</i>	
	<i>4.1B.2 Catch two-handed during a game or game-like situation using the critical elements.</i>	
	<i>4.1B.3 Strike an object with an implement using the critical elements.</i>	
	<i>4.1B.4 Kick the ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects.</i>	
	<i>4.1B.5 Dribble with control while moving through space to avoid stationary objects using the critical elements.</i>	
	<i>4.1B.6 Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.</i>	



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

STRAND	APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.	Report Card
TOPIC: Movement Concepts		
POWER OBJECTIVE #3	Demonstrate and apply basic tactics and principles of movement.	
SUPPORTING INDICATORS	4.2A.1 <i>Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).</i>	
	4.2A.2 <i>Describe and demonstrate the correct movement qualities based on the characteristics of the task (e.g. size of object, distance to target, goal, speed, or time to complete movement) and/or environment (space, number of players).</i>	
	4.2A.3 <i>Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).</i>	
	4.2A.4 <i>Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).</i>	
POWER OBJECTIVE #4	Demonstrate knowledge of critical elements for more complex motor skills.	
SUPPORTING INDICATORS	4.2B.1 <i>Identify correct and incorrect aspects of skill performance using critical elements.</i>	
	4.2B.2 <i>Explain how to improve performance of a movement or skill.</i>	
STRAND	DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.	Report Card Language
TOPIC: Physical Activity and Fitness		



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

POWER OBJECTIVE #5	Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.	
SUPPORTING INDICATORS	4.3A.1 <i>Identify school, home and community physical activity opportunities to meet physical activity guidelines.</i> 4.3A.2 <i>Track physical activity minutes to determine progress toward daily recommendation.</i> 4.3A.3 <i>Recognize the benefits of food choices from each food group related to physical activity.</i>	
POWER OBJECTIVE #6	Understand the principles, components and practices of health-related physical fitness.	
SUPPORTING INDICATORS	4.3B.1 <i>Link specific activities to the appropriate health-related fitness component.</i> 4.3B.2 <i>Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.</i> 4.3B.3 <i>Identify activities to improve muscular strength and endurance in the upper and lower body.</i> 4.3B.4 <i>Identify warm-up and cool-down activities.</i> 4.3B.5 <i>Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.</i> 4.3B.6 <i>Identify the intensity and time of exercise in relationship to the FITT principle.</i>	
STRAND	EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.	Report Card Language
TOPIC: Responsible Behavior		
POWER OBJECTIVE #7	Demonstrate safe and responsible behavior while working with others in physical activity settings.	
SUPPORTING INDICATORS	4.4A.1 <i>Follow rules and safe practices and engage in class activities.</i> 4.4A.2 <i>Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).</i> 4.4A.3 <i>Engage in activities and stay on task with prompts and encouragement from others.</i> 4.4B.1 <i>Listen, discuss options and develop a plan to accomplish a partner or group task to improve play.</i> 4.4B.2 <i>Participate with a group in cooperative problem-solving activities.</i> 4.4B.3 <i>Demonstrate cooperation with and respect for peers different from oneself.</i>	



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	4.4B.4 <i>Demonstrate cooperation with others when resolving conflict.</i>	
STRAND	RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.	Report Card Language
TOPIC: Values Physical Activity		
POWER OBJECTIVE #8	Identifies and expresses multiple reasons to value and participate in physical activity.	
SUPPORTING INDICATORS	4.5A.1 <i>Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.</i>	
	4.5B.1 <i>Identify specific reasons for enjoying a selected physical activity.</i>	
	4.5B.2 <i>Identify aspects of a physical activity that are challenging.</i>	
	4.5B.3 <i>Identify the social benefits of a selected physical activity.</i>	