

**Santa Rosa Academy**

**Physical Education**

**Grade: 4**

**LP:**

**Assignment Dates:**

**LP Grade:**

**Comment:**

**Date:**

**Signature:**

<b>PE Assignments</b>
_____ Complete 20 minutes of physical activity or instructions per day
_____ Record Physical Activity or Instruction on PE Log daily
_____ To complete the Physical Education requirements, select from the following standards and place a check mark by the standards addressed this LP. Be prepared to demonstrate new physical activity skills to your Educational Advisor.
Participation in organized sports, dance or other organized physical activity may also meet the physical education requirements.

**GRADE FOUR**

**STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

*Body Management*

- \_\_\_\_\_ 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- \_\_\_\_\_ 1.2 Change direction quickly to maintain the spacing between two players.
- \_\_\_\_\_ 1.3 Change direction quickly to increase the spacing between two players.
- \_\_\_\_\_ 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

*Locomotor Movement*

- \_\_\_\_\_ 1.5 Jump a self-turned rope.

*Manipulative Skills*

- \_\_\_\_\_ 1.6 Throw and catch an object with a partner while both partners are moving.
- \_\_\_\_\_ 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- \_\_\_\_\_ 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- \_\_\_\_\_ 1.9 Catch a fly ball above the head, below the waist, and away from the body.
- \_\_\_\_\_ 1.10 Kick a ball to a moving partner, using the inside of the foot.
- \_\_\_\_\_ 1.11 Kick a stationary ball from the ground into the air.
- \_\_\_\_\_ 1.12 Punt a ball dropped from the hands.
- \_\_\_\_\_ 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- \_\_\_\_\_ 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
- \_\_\_\_\_ 1.15 Strike a gently tossed ball with a bat, using a side orientation.
- \_\_\_\_\_ 1.16 Keep a foot-dribbled ball away from a defensive partner.
- \_\_\_\_\_ 1.17 Keep a hand-dribbled ball away from a defensive partner.
- \_\_\_\_\_ 1.18 Manipulate an object by using a long-handled implement.
- \_\_\_\_\_ 1.19 Stop a kicked ball by trapping it with the foot while standing still.
- \_\_\_\_\_ 1.20 Volley a tossed lightweight ball, using the forearm pass.

### *Rhythmic Skills*

- \_\_\_\_\_ 1.21 Perform a series of basic square-dance steps.
- \_\_\_\_\_ 1.22 Perform a routine to music that includes even and uneven locomotor patterns.

## **STANDARD 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### *Movement Concepts*

- \_\_\_\_\_ 2.1 Explain the difference between offense and defense.
- \_\_\_\_\_ 2.2 Describe ways to create more space between an offensive player and a defensive player.

### *Body Management*

- \_\_\_\_\_ 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
- \_\_\_\_\_ 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

### *Manipulative Skills*

- \_\_\_\_\_ 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- \_\_\_\_\_ 2.6 Distinguish between punting and kicking and describe the similarities and differences.
- \_\_\_\_\_ 2.7 Compare and contrast dribbling a ball without a defender and with a defender.
- \_\_\_\_\_ 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
- \_\_\_\_\_ 2.9 Identify key body positions used for volleying a ball.

### *Rhythmic Skills*

- \_\_\_\_\_ 2.10 Design a routine to music that includes even and uneven locomotor patterns.

## **STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

### *Fitness Concepts*

- \_\_\_\_\_ 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
- \_\_\_\_\_ 3.2 Demonstrate the correct body position for pushing and pulling large objects.

### *Aerobic Capacity*

- \_\_\_\_\_ 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

### *Muscular Strength/Endurance*

- \_\_\_\_\_ 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
- \_\_\_\_\_ 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

### *Flexibility*

- \_\_\_\_\_ 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

### *Body Composition*

- \_\_\_\_\_ 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### *Assessment*

- \_\_\_\_\_ 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
- \_\_\_\_\_ 3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.

## **STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### *Fitness Concepts*

- \_\_\_\_\_ 4.1 Identify the correct body alignment for performing lower-body stretches.
- \_\_\_\_\_ 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.
- \_\_\_\_\_ 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- \_\_\_\_\_ 4.4 Identify healthful choices for meals and snacks that help improve physical performance.
- \_\_\_\_\_ 4.5 Explain why the body needs water before, during, and after physical activity.
- \_\_\_\_\_ 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
- \_\_\_\_\_ 4.7 Explain the purpose of warm-up and cool-down periods.

### *Aerobic Capacity*

- \_\_\_\_\_ 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals.
- \_\_\_\_\_ 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
- \_\_\_\_\_ 4.10 Identify two characteristics of physical activity that build aerobic capacity.
- \_\_\_\_\_ 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

### *Muscular Strength/Endurance*

- \_\_\_\_\_ 4.12 Describe the difference between muscular strength and muscular endurance.
- \_\_\_\_\_ 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- \_\_\_\_\_ 4.14 Recognize how strengthening major muscles can improve performance at work and play.
- \_\_\_\_\_ 4.15 Describe the correct form to push and pull heavy objects.

### *Flexibility*

- \_\_\_\_\_ 4.16 Explain the value of increased flexibility when participating in physical activity.

### *Body Composition*

- \_\_\_\_\_ 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

## **STANDARD 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

- \_\_\_\_\_ 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- \_\_\_\_\_ 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- \_\_\_\_\_ 5.3 Accept responsibility for one's own performance without blaming others.
- \_\_\_\_\_ 5.4 Respond to winning and losing with dignity and respect.

### *Social Interaction*

- \_\_\_\_\_ 5.5 Include others in physical activities and respect individual differences in skill and motivation.

### *Group Dynamics*

- \_\_\_\_\_ 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.

