

Grade Four

## Grade Four

Fourth-grade students are at a transitional stage between childhood and youth. There is still very little difference in motor skill performance between boys and girls, and there should be equal expectations for both in terms of physical performance. Eye-hand coordination is improving, fine-motor activities are performed with more skill, and the greatest gain in strength begins at this stage. Students are also experiencing improvements in reaction time and balance, although the center of gravity is still located in the midsection of the body, making balance a challenge. In kindergarten through third grade, students should have mastered the proper form for locomotor and nonlocomotor skills and learned to manipulate objects in a variety of ways. The focus now shifts to using the proper form for manipulating (e.g., kicking, throwing, striking) objects.

Fourth grade marks a period of increased curiosity and rapid mental growth. Attention spans increase; consequently, students can focus for longer periods of time on learning movement concepts and principles. Specific principles and concepts for this grade level include basic offensive and defensive strategies and the correct way to perform motor skills.

Fourth-graders are continuing to grow in self-confidence that leads to a new-found sense of freedom. They are likely to test rules during play and challenge how rules apply to them. Winning becomes important, so teachers will need to emphasize self-competition over team competition. Conflicts can erupt easily but are also quelled quickly. Explaining the purpose of rules is important at this stage of development and will help to eliminate many unnecessary conflicts. Belonging is still important at this stage, so learning opportunities that involve small-group activities and modified team games are appropriate.

### At a Glance

#### STANDARD 1

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

Fourth-grade students apply nonlocomotor skills to balancing stunts with a partner. They apply locomotor skills to basic square-dance steps and learn dances performed during early California times to connect with the history-social science curriculum.<sup>8</sup> They also apply locomotor skills to individual offensive and defensive moves (e.g., a slide in basketball defense) and to jumping a self-turned rope. Manipulative skill practice takes on a much greater role in fourth-grade physical education as students improve

<sup>8</sup>The grade four history-social science content standard 4.2.5 states: "Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos."



their form for throwing, catching, kicking, punting, striking, serving, hand-dribbling, foot-dribbling, trapping, and volleying using a forearm pass in a variety of situations.

#### **STANDARD 2**

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

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills learned in fourth grade. Often, the physical education lesson is able to address Standards 1 and 2 simultaneously; the teacher explains the information to the students and then has them experience it. For example, Standard 2.2 states, "Describe ways to create more space between an offensive player and a defensive player"; and Standard 1.3 states, "Change direction quickly to increase the spacing between two players." The teacher explains that changing direction quickly is one way to create more space between an offensive and defensive player. Then, in partners, the students practice changing direction to create more space between players.

Fourth-graders continue to learn more about the correct technique for manipulative skills (e.g., body orientation when serving and striking a ball, body position for volleying a ball). They can describe the similarities and differences between similar skills (e.g., underhand throw and underhand serve, punting and kicking, striking with a long-handled implement and striking with a short-handled implement) as well as the correct technique for the use of skills in different situations (e.g., dribbling without a defender, dribbling with a defender). Fourth-graders also continue their rhythms education by designing routines to music that include even and uneven locomotor patterns.

#### **STANDARD 3**

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

Fourth-graders continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. The students also demonstrate warm-up and cool-down exercises before and after, respectively, the activity. Muscular strength and endurance are still developing, but students are expected to perform an increasing number of abdominal curl-ups, oblique curl-ups on each side of the body, modified push-ups or traditional push-ups, and triceps push-ups as well as hanging by the hands from an overhead bar with hips and knees at 90-degree angles. In addition, students demonstrate the correct body

position for pushing and pulling large objects. In terms of flexibility, students demonstrate basic stretches using proper body alignment for the hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves. Fourth-graders continue to measure and record individual changes in aerobic capacity and muscular strength by using scientifically based health-related physical fitness tests. By the end of the school year, students are expected to meet minimum standards on the fitness test items.

#### **STANDARD 4**

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

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, students are learning the correct body positions for performing lower-body stretches to prevent injuries. In addition, they are setting personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitoring their progress toward their goals throughout the year.

Fourth-graders, in preparation for creating a personal fitness plan in later grade levels, learn the principles of physical fitness or F.I.T.T. (frequency, intensity, time, and type); the purpose of warm-up and cool-down periods; how to calculate heart rate and the importance of a strong heart; the value of muscular endurance, muscular strength, aerobic, and flexibility exercises; and the correct form to use for pushing and pulling heavy objects properly to prevent back injuries. They also continue their nutrition education by learning the role that food (especially carbohydrates) and water play in helping to improve physical performance.

#### **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.**

Fourth-graders assume greater responsibility for setting goals, working toward the goals, and monitoring their progress during nonschool time. They accept responsibility for their performance on fitness tests and in activity settings and learn to respond to winning or losing with dignity and respect. Fourth-graders continue to include others in physical activities and respect individual differences in skill levels and motivation.

## Grade Four *Physical Education* *Model Content Standards*

### 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 adductors, 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 in physical activities.

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