

## 4th Grade PE Essential Learning: Year at a Glance 20-21

STANDARD	DESCRIPTION	Q1	Q2	Q3	Q4
PE.4.C.2.2	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.	X	X	X	X
PE.4.C.2.4	Understand the importance of protecting parts of the body from the harmful rays of the sun.				X
PE.4.C.2.5	Detect errors in personal movement patterns. <b>Clarifications:</b> Direction changes or techniques used in school or neighborhood sports games (basketball, soccer, volleyball, etc.); Locomotor skills (running, walking, jumping, throwing, catching, etc.); Dance (line, contra, square, folk, etc.)		X	X	
PE.4.C.2.7	Identify proper warm-up and cool-down techniques and the reasons for using them. <b>Clarifications:</b> Stretches; Jogging/running; Jumping jacks; Jumping rope; Hopping/jumping in place; Breathing exercises	X	X	X	X
PE.4.C.2.8	Identify the importance of hydration before, during and after physical activity. <b>Clarifications:</b> Regulating body temperature; Preventing dehydration; Promoting physical health; Maintain optimal performance	X			
PE.4.C.2.9	Identify basic offensive and defensive tactics for modified invasion and net activities.		X	X	
PE.4.L.3.1	Identify a moderate physical activity. <b>Clarifications:</b> Bowling, Walking a lap, Walking, Biking on a flat surface, Household chores: (e.g. Vacuuming, Yard work), Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing), Stretching, Ball handling skills (e.g. catching, throwing, kicking, retrieving), Juggling, Recreational swimming/playing in a pool		X	X	
PE.4.L.3.2	Identify a vigorous physical activity. <b>Clarifications:</b> Sprinting, Playing basketball, Riding up a steep hill, Running, Skating, Swimming at a steady pace (laps), Skipping, Jumping Jacks, Jump rope, Dancing at a fast or excited pace		X	X	

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STANDARD	DESCRIPTION	Q1	Q2	Q3	Q4
PE.4.L.4.1	Identify the muscles being strengthened during the performance of specific activities. <b>Clarifications:</b> Limited to muscle groups such as abdominals, arms, legs rather than specific muscle names.			X	
PE.4.L.4.2	Identify several activities related to each component of physical fitness. <b>Clarifications:</b> The five Health Related Components of Fitness			X	
PE.4.L.4.3	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity. <b>Clarifications:</b> Target heart rate must be maintained for no more than 30 seconds. The aerobic activity specified takes no longer than 90 seconds to raise heart rate. The aerobic activity is appropriate to a fourth-grade level and conducive to measuring heart rate and includes but is not limited to: Running, Jumping jacks, Sit-ups/pull-ups			X	
PE.4.L.4.6	Identify how specific stretches increase flexibility and reduce the chance of injury. <b>Clarifications:</b> How stretches increase flexibility; Range of motion; Muscle fibers elongate/increase elasticity; Warming the muscle for activity; Stretches may include - Toe touches, Hamstrings, Quadriceps, Calf stretch, Shoulder stretch, Sit and reach, Dynamic and static stretching, Trunk twist, Lunge			X	
PE.4.L.4.7	Understand appropriate serving size. <b>Clarifications:</b> Appropriate serving size follows current USDA food pyramid/food plate guidelines.		X	X	
PE.4.L.4.8	Explain the principles of physical fitness. <b>Clarifications:</b> Overload (Time, Intensity, Frequency); Specificity; Progression			X	
PE.4.L.4.9	Develop short- and long-term fitness goals. <b>Clarifications:</b> As related to - Muscle strength, Muscle endurance, Cardiorespiratory endurance, Flexibility, Body composition		X	X	
PE.4.L.4.10	Describe ways that technology can assist in the pursuit of physical fitness. <b>Clarifications:</b> Stopwatches/timers, Scales, Fitness machines (weight machines, treadmills, etc.), DVDs/videos, Internet/computers, Video recorders, Pedometers, Heart-rate monitors				X

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STANDARD	DESCRIPTION	Q1	Q2	Q3	Q4
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. <b>Clarifications: Locomotor skills:</b> walking, running, jumping, leaping, skipping, hopping; <b>Movement settings:</b> movement sequences, dances, games, target activities, net/wall activities, striking/fielding activities; <b>Movement concepts:</b> space awareness (e.g., location, directions , pathways), effort awareness (e.g., time, force, flow), body awareness (e.g., with objects, with people, of body parts)	<b>X</b>	<b>X</b>		
PE.4.M.1.2	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.		<b>X</b>	<b>X</b>	
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.		<b>X</b>	<b>X</b>	
PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.		<b>X</b>	<b>X</b>	
PE.4.M.1.5	Dribble and pass to a moving partner. <b>Clarifications:</b> Dribbling of balls (e.g., basketball, soccer ball) with the student's hands or feet.		<b>X</b>		
PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.		<b>X</b>		
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.		<b>X</b>		
PE.4.M.1.12	Run and hurdle a succession of low- to medium-level obstacles. <b>Clarifications:</b> Hurdles no more than 1 foot in height and spaced to allow for at least two running steps between hurdles.			<b>X</b>	<b>X</b>

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PE.4.R.5.1	Discuss the influence of individual differences on participation in physical activities. <b>Clarifications:</b> Descriptions of individual differences are limited to: Individual preferences (in choosing a sport/physical activity) and Individual skill levels (in level of participation or contribution during a team activity).	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
PE.4.R.5.2	List ways to encourage others while refraining from insulting/negative statements.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
PE.4.R.5.3	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
PE.4.R.6.1	Discuss how physical activity can be a positive opportunity for social and group interaction.				<b>X</b>
PE.4.R.6.2	Describe the connection between skill competence and enjoyment of physical activity.			<b>X</b>	<b>X</b>
PE.4.R.6.3	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship. <b>Clarifications:</b> Smiling, Thumbs up/high five/hand shaking, Words of encouragement, Sharing the good news with others.	<b>X</b>			