



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education



GRADE 4

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students begin fourth grade with refined motor (movement) skills and will work toward mastery in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.

- 4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Catch, throw, kick, and run using mature form.
- 4.1.2 Demonstrate combinations of motor (movement) skills for specific sports.
Example: Catch, dribble, and pass a basketball to a moving partner.
- 4.1.3 Demonstrate complex patterns of movement in applied settings.
Example: Design and demonstrate part of a rhythmical movement program.

Standard 2- Applies movement concepts and principles to the learning and development of motor skills.

Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student's performance. They demonstrate an understanding of these movement concepts in their movement performance.

- 4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.
Example: Describe and demonstrate body positions for each of the parts of an overhand throw.
- 4.2.2 Apply the concept of practice to improve skills in appropriate settings.
Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.
- 4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.
Example: Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in order to improve the partner's skill.
- 4.2.4 Recognize and describe critical elements of more complex movement patterns.
Example: Describe the use of the arms, as well as the legs, in performing the running long jump for maximum distance.



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Standard 3 - Exhibit a physically active lifestyle.

Students begin to develop an understanding of the benefits of participation in health-related (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.

4.3.1 Describe the physical, emotional and psychological benefits of participation in health-related (healthy lifestyle) activities.

Example: List the benefits that result from participation in health-related activities.

4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.

Example: Participate in youth league soccer three afternoons a week.

4.3.3 Describe those activities that are considered to be lifetime activities..

Example: List activities such as swimming, golf, hiking and jogging.

Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze assessment data and develop simple fitness goals. Students can identify many physical activities that influence health related (healthy lifestyle) fitness.

4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group.

4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness.
Example: Participate in one mile run three days per week as part of a warm-up for physical education class activities.

4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness.
Example: List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.

4.5.1 Work cooperatively with others to obtain a common goal.



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Example: Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.

- 4.5.2 Follow rules and safe practices in all class activities without being reminded.
Example: Stop activity immediately upon signal from teacher.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to explore the cultural diversity that is within their own environment and explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.

- 4.6.1 Explore the role of culture in physical activities of other countries.
Example: Describe the most popular games played in Australia.
- 4.6.2 Describe the differences and similarities between games of different countries.
Example: Discuss the difference between baseball in the United States and cricket in England.
- 4.6.3 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity.
Example: While participating blindfolded, students work with partners who lead them through an obstacle course.

Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish

opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.

- 4.7.1 Participate in physical activities that are enjoyable.
Example: Participate on the school's jump rope demonstration team.
- 4.7.2 Interact with classmates and friends in physical activities.
Example: Participate in lunch time intramural activities at the school.
- 4.7.3 Participate in new and challenging physical activities.
Example: Traverse the low elements on a traverse rock climbing wall in physical education class.