

PARENT GUIDE FOR PHYSICAL EDUCATION CURRICULUM

GRADE FOUR

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

OH: Physical Education	
Demonstrates competency in a variety of motor skills and movement patterns.	
	A. Combine locomotor and non-locomotor skills into movement patterns.
	1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).
	2. Jump rope demonstrating a variety of footwork and arm action skills.
	3. Combine balance and weight transfer skills in a movement sequence.
	4. Combine locomotor movement patterns and dance steps to create and perform a dance.
	B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
	1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.
	2. Catch two-handed during a game or game-like situation using the critical elements.
	3. Strike an object with an implement using the critical elements.
	4. Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects.
	5. Dribble with control while moving through space to avoid stationary objects using the critical elements.
	6. Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
	A. Demonstrate and apply basic tactics and principles of movement.
	1. Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).
	2. Describe and demonstrate the correct movement or 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 (e.g., space, number of players).
	3. 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).
	4. Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).
	B. Demonstrate knowledge of critical elements for more complex motor skills.
	1. Identify correct and incorrect aspects of skill performance using critical elements.
	2. Explain how to improve performance of a movement or skill.
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
	A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
	1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
	2. Track physical activity minutes to determine progress toward daily recommendation.

	3. Recognize the benefits of food choices from each food group related to physical activity.
	B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.
	1. Link specific activities to the appropriate health-related fitness component.
	2. Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.
	3. Identify activities to improve muscular strength and endurance in the upper and lower body.
	4. Identify warm-up and cool-down activities.
	5. Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.
Exhibits responsible personal and social behavior that respects self and others.	
	A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
	1. Follow rules and safe practices and engage in class activities.
	2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
	3. Engage in activities and stay on task with prompts and encouragement from others.
	B. Interact and communicate positively with others.
	1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
	2. Participate with a group in cooperative problem-solving activities.
	3. Demonstrate cooperation with and respect for peers different from oneself.
	4. Demonstrate cooperation with others when resolving conflict.
Recognizes the value of physical activity for health, enjoyment, challenge, self expression, and/or social interaction.	
	A. Identifies multiple, specific health benefits as a reason to value physical activity.
	1. Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
	B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.
	1. Identify specific reasons for enjoying a selected physical activity.
	2. Identify aspects of a physical activity that are challenging.
	3. Identify the social benefits of a selected physical activity.

Notes:
