

# Olathe Public Schools

## Elementary Physical Education Curriculum – Grade 4

### **Standard 1:**

The student demonstrates competency in a variety of motor skills and movement patterns.

**Essential Question:** What different ways can my body move given a specific purpose?

#### Locomotor

- Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastic experiences. (S1.E1.4)
- Runs for distance using a mature pattern. (S1.E2.4)
- Uses sprinting and step takeoffs and landings specific to gymnastics in a horizontal plane. (S1.E3.4)
- Uses sprinting and step takeoffs and landings specific to gymnastics in a vertical plane. (S1.E4.4)
- Combines locomotor movement patterns, rhythmical movement activities and/or dance steps to create and perform an original dance. (S1.E5.4)
- Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small sided practice tasks. (S1.E6.4)

#### Nonlocomotor-Stability

- Balances on different bases of support on equipment, demonstrating levels and shapes. (S1.E7.4)
- Transfers weight from feet to hands varying speed and using large extensions (e.g. mule kick, handstand, cartwheel). (S1.E8.4)
- Applies the skill of rolling in different directions with either a narrow or curled body shape. (S1.E9.4)
- Moves into and out of balances on equipment with curling, twisting, and stretching actions. (S1.E10.4)
- Combines locomotor and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner. (S1.E11.4)
- Combines traveling with balance and weight transfers to create gymnastics, tumbling and/or a dance sequence with and without equipment/apparatus. (S1.E12.4)

#### Manipulative

- Throws underhand to a large target with accuracy. (S1.E13.4)
- Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)
- Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skill). (S1.E15.4)
- Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)
- Dribbles in personal/self-space with both the preferred and non-preferred hand using a mature pattern. (S1.E17.4a)
- Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)

- Dribbles with feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)
- Receives and passes a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19.4a)
- Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)
- Dribbles with hand/feet in combination with other skills (e.g. passing, receiving, shooting). (S1.E20.4)
- Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)
- Underhand volleys, using a mature pattern, in a dynamic environment (e.g. 2 square, 4 square, handball). (S1.E22.4)
- Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4)
- Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)
- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)
- Strikes an object with a long-handled implement, (e.g. hockey stick, bat, golf club, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through). (S1.E25.4)
- Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small sided practice task environments. (S1.E26.4)
- Creates a jump rope routine with either a short or long rope. (S1.E27.4)

**Vocabulary students should know and use:** hopping, galloping, running, sliding, skipping, leaping, walking, jogging, jumping, dancing, balance, weight transfer, curling, stretching, twisting, bending, underhand throw, overhand throw, passing, catching, dribbling, kicking, volleying, striking

## **Standard 2:**

The student applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Essential Question:** How can I move effectively and efficiently?

### Locomotor

- Applies the concept of open spaces to combination skills involving traveling, (e.g. dribbling and traveling). (S2.E1.4a)
- Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)
- Dribbles in general space with changes in direction and speed. (S2.E1.4c)
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or dance environments. (S2.E2.4)
- Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)
- Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4.b)
- Applies the skills of alignment in gymnastics, tumbling and/or dance. (S2.E4.4a)
- Applies the skills of muscular tension with balance in gymnastics, tumbling and/or dance. (S2.E4.4b)

- Applies simple offensive strategies/tactics in chasing and feeling activities. (S2.E5.4a)
- Applies simple defensive strategies/tactics in chasing and fleeing activities. (S2.E5.4b)
- Recognizes the type of kicks needed for different games/sports situations. (S2.E5.4c)

**Vocabulary students should know and use:** space, pathways, shapes, levels, speed, direction, force, alignment, muscular tension, strategies, tactics

### **Standard 3:**

The student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Essential Question:** Why is it important to be physically fit and how can I stay fit?

#### Physical Activity Knowledge

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)

#### Engages in Physical Activity

- Actively engages in activities of physical education class, both teacher-directed and independently. (S3.E2.4)

#### Fitness Knowledge

- Identifies the components of health-related fitness. (S3.E3.4)
- Demonstrates warm-up & cool down relative to the cardiorespiratory fitness assessment. (S3.E4.4)
- Completes fitness assessments (pre & post). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Discusses the importance of hydration and hydration choices relative to physical activity. (S3.E6.4)

**Vocabulary students should know and use:** physical activity, engage, skill-related fitness, health-related fitness, assessment, fitness components, nutrition, personal health

### **Standard 4:**

The student exhibits responsible personal and social behavior that respects self and others.

**Essential Question:** How do I show respect for myself and others during physical activity?

#### Personal Responsibility

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)

#### Accepting Feedback

- Listens respectfully to corrective feedback from others (e.g. peers, adults). (S4.E3.4)

#### Working with Others

- Praises the movement performance of others both more and less skilled. (S4.E4.4a)

- Accepts “players” of all skill levels into the physical activity. (S4.E4.4b)

#### Rules and Etiquette

- Discusses the role of rules and etiquette in physical activity with peers. (S4.E5.4)

#### Safety

- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

**Vocabulary students should know and use:** personal responsibility, respect, feedback, teamwork, etiquette, sportsmanship, safety

### **Standard 5:**

The student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Essential Question:** What makes physical activity meaningful to me?

#### Health

- Examines the health benefits of participating in physical activity. (S5.E1.4)

#### Challenge

- Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)

#### Self-Expression and Enjoyment

- Ranks the enjoyment of participating in different physical activities. (S5.E3.4)

#### Social Interaction

- Describes/compares the positive social interactions when engaged in partner, small group, and large group physical activities. (S5.E4.4)

**Vocabulary students should know and use:** health, enjoyment, challenge, self-expression, social interaction

### **Assessment and Resources:**

**Pre-Assessment:** Pretests, Teacher observation, Review of assessment data

**Formative:** Check for understanding, Exit slips, Cooperative Learning Strategies, Quizzes

**Summative:** Written tests, Skill tests, Fitness plans, Activity logs, Checklists, Rating scales, Rubrics

**Resources:** SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education, 2014, IRC Resources, Physical Education Colleagues and PLCs, Conventions, Workshops, Community Resources, Technology