

QUICK REFERENCE: 4TH GRADE PHY ED

A: Leading an Active Lifestyle

Content Standard

Students in Wisconsin will exhibit a physically active lifestyle.

Rationale:

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in physical education classes with the lives of students outside of physical education. Activities, games, and sports provide for healthful relief from stress and an enjoyable use of leisure time. Positive experiences in these activities provide motivation to develop and maintain a healthy, physically active lifestyle.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health
- A.4.2 Describe healthful benefits that result from regular physical activity
- A.4.3 Identify several moderate to vigorous physical activities that provide personal pleasure

B: Physical Skill Development

Content Standard

Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.

Rationale:

The intent of this standard is the development of competence in movement. Movement is the foundation of many everyday work tasks and the play skills of children. It is also a prerequisite to successful participation in leisure activities, recreational programs, and sports. Basic movement skills are related to academic performance, cognitive development, and social development especially during childhood. Proper technique in fundamental movement skills positively influences students' personal attitudes toward physical activity. Learning what the body can do enhances students' ability to use movement as a form of expression and communication.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking
- B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates)
- B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form
- B.4.4 Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns

C: Learning Skills

Content Standard

Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.

Rationale:

The intent of this standard is for the student to understand and apply concepts of physical movement, training, and sports psychology that affect physical performance. Knowledge and application of these concepts enhance the likelihood of independent learning and, therefore, more regular and effective participation in physical activity.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- C.4.1 Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running
- C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student
- C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip
- C.4.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

D: Understanding Physical Activity and Well Being

Content Standard

Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Rationale:

The intent of this standard is to develop the awareness that physical activity provides positive internal benefits. Physical activity offers opportunities for positive self-expression, social interaction, group membership, and meeting challenges. All of these activities encourage students to continue lifelong personal enjoyment of physical activities.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- D.4.1 Experience the opportunity for enjoyment while participating in physical activity
- D.4.2 Learn to enjoy practicing activities to increase skill competence
- D.4.3 Celebrate personal successes and achievements as well as those of others
- D.4.4 Use physical activity as a means of self-expression

E: Health-enhancing Fitness

Content Standard

Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.

Rationale:

The intent of this standard is student achievement of a health-enhancing level of fitness. This level of fitness facilitates normal growth and development as well as delays the aging process. It allows individuals to adapt to stress and meet the demands of daily living by increasing energy levels. Achievement of a health-enhancing level of fitness is a proactive alternative to rising health-care costs; it reduces the risk of injury, cardiovascular disease, and health risks related to a sedentary lifestyle.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength
- E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities
- E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths

F: Respectful Behavior

Content Standard

Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.

Rationale:

The intent of this standard is for students to demonstrate responsible social behaviors that promote personal and group success in physical activity. Social responsibilities include attention to safe practices, rules, and procedures; etiquette; cooperation; teamwork; ethics; and respectful, positive social interaction.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- F.4.1 Follow activity-specific rules, procedures, and etiquette with little or no reinforcement
- F.4.2 Utilize safety principles in activity situations
- F.4.3 Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process
- F.4.4 Work independently and *on task* for short periods of time
- F.4.5 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others

G: Understanding Diversity

Content Standard

Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.

Rationale:

The intent of this standard is the development of the student's respect and appreciation for individual similarities and differences through positive interaction between participants in physical activity. Similarities and differences may include physical ability, culture, ethnicity, physical characteristics (such as strength, size, and shape), gender, race, and socio-economic status.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- G.4.1 Explore cultural and ethnic self-awareness through participation in physical activity
- G.4.2 Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior
- G.4.3 Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities