Virginia Physical Education

Grade 4

Motor Skill Development

1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities. 4.1

- a Demonstrate progression toward the use of all critical elements for specialized locomotor, nonlocomotor, and manipulative skill combinations in small-sided games, modified sports activities, and lifetime activities, including overhand and underhand throwing and catching with a partner while moving to open spaces, overhand and underhand throwing to a target for distance, dribbling with non-dominant/non-preferred hand while walking at various speeds to open spaces, underhand volleying, catching thrown objects, striking a ball with short and long implement with force and control, and underhand volleying/striking, dribbling and passing a soccer ball with varying speed while moving to open spaces with control. 4.1.A
- b Create and perform an educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer with smooth transitions from one movement to the other. 4.1.B
- c Create and perform a routine to music that has smooth transitions with an apparent beginning, middle, and end, and integrate shapes, levels, pathways, and locomotor patterns. 4.1.C
- d Perform a jump rope routine/challenge (e.g., self-turn, long rope, jump bands). 4.1.D
- e Demonstrate the use of pacing, speed, and endurance in a variety of activities. 4.1.E

Anatomical Basis of Movement

2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns. 4.2

- a Identify the major components of the cardiorespiratory system and describe the relationship between the heart, lungs, and blood vessels. 4.2.A
- b Identify the major muscle groups, including the deltoid and gluteal. 4.2.B
- c Identify the major components of the skeletal system, including the sternum, vertebrae, patellae, and phalanges. 4.2.C
- d Locate the radial and/or carotid pulse. 4.2.D
- e Identify the bones and muscles needed to perform one fitness activity and one skilled movement. 4.2.E
- f Apply the concept of closing space during movement sequences. 4.2.F

Fitness Planning

3 **The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels.** 4.3

- a Describe the components of health-related fitness (i.e., cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition) and list at least three physical activities associated with each component. 4.3.A
- b Analyze personal baseline data using data from a standardized health-related criterionreferenced test (e.g., Virginia wellness-related criterion-referenced fitness standards). 4.3.B
- c Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one healthrelated component of fitness to improve or maintain fitness level. 4.3.C
- d Identify two physical activities that can be done at school and two physical activities that can be done at home to meet fitness goals. 4.3.D
- e Analyze post-fitness testing results and reflect on goal progress/attainment. 4.3.E
- f Define the FITT (frequency, intensity, time, and type of exercise) principles. 4.3.F
- g Calculate resting and activity heart rate during a variety of physical activities. 4.3.G

Social and Emotional Development

4 **The student will demonstrate positive interactions with others in cooperative and competitive physical activities.** 4.4

- a Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others. 4.4.A
- b Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements in physical activity settings. 4.4.B
- c Define etiquette and demonstrate appropriate behavior when participating in physical activity settings as well as application of rules and procedures. 4.4.C
- d Define integrity and describe its importance in a physical activity setting. 4.4.D
- e Identify how participation in physical activity improves mood and positively impacts the brain. 4.4.E
- f Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not. 4.4.F

Energy Balance

5 The student will explain the nutrition and activity components of energy balance. 4,5

- a Define calorie and identify the number of calories per gram of fat (nine), protein (four), and carbohydrates (four). 4,5.A
- b Explain the uses of salt and sugar and the harm of excessive salt and sugar intake. 4,5.B
- c Identify examples of each macronutrient (i.e., fat, protein, carbohydrates). 4,5.C
- d Calculate the calories per gram of macronutrients for various foods. 4,5.D
- e Explain the importance of hydration. 4,5.E
- f Compare and contrast a variety of different hydration choices. 4,5.F
- g Explain the role of moderate to vigorous physical activity (MVPA) for energy balance. 4,5.G
- h Identify different portion sizes for each food group. 4,5.H